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ABSTRACT

The objectives of the conference, determined by a Conference Steering Committee together with staff of the U.S. Office of Education, were: (1) to identify and promote effective methods and techniques for moving career education from a project status into an ongoing educational program status; (2) to determine and discuss major issues in the implementation and continuation of career education at the local, state, regional, and federal levels; (3) to provide an opportunity for the sharing of methods, techniques, and materials being utilized in the various projects; (4) to promote the improvement of career education evaluation; (5) to share information about the implications of recent and pending legislation for career education and vocational education programs. The keynote address was "Career Education--Projects to Program." Other topics addressed were: Implications of recent and pending legislation for career education, the evaluation of career education programs, program plans and prospects in 1975 and 1976. Reports from local project personnel, third-party evaluators, state administrators of Part D programs, and teacher educators are included in the report along with reports from work groups. Conference agenda and listing of participants are appended. (Author/TA)

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PROCEEDINGS

of the

National Coordinating Conference for Administrators of Part D and FY 1973 Part C Projects and Programs, Funded Under P.L. 90-576

Royal Coach Motor Inn
Dallas, Texas

January 28-30, 1975

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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Persons making presentations and participants in this Conference were encouraged to express freely their professional judgment in the conduct of the conference. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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FOREWORD

Much of the impetus for a broad, locally-based developmental effort in career education has come through Part C, Part D, and Part I of the Vocational Education Amendments of 1968 (Public Law 90-576). Part C provides funds for research and development work in vocational education, including the conduct of experimental and pilot projects. Part D provides funds for the operation of three-year exemplary programs designed to familiarize elementary and secondary school students with the broad range of occupations for which special skills are required and to broaden and improve career preparation programs for students in grades 10 through 14, with attention given to occupational guidance, counseling, and placement. Part I provides funds for the development of curriculums for new and changing occupations, for the coordination of curriculum improvements, and for the dissemination of curriculum materials. These three parts of the Vocational Education Act provide very useful vehicles for the development, in accordance with the intent of Congress, of broadly-conceived career education programs. Although the emphasis under Parts C, D, and I has not been in higher education and adult education, participating school districts are able to articulate their K-14 career education activities with adult education and higher education programs supported from other sources.

In the six-year period which ended on June 30, 1975, $46.5 million from the U.S. Commissioner's discretionary Part D funding were made available to support at least two career education model projects in each State and Territory of the United States. In 1971 and 1972, the U.S. Commissioner of Education elected to turn over to the States an additional $18 million of discretionary Part C funding for the initiation of additional career education projects in each State and Territory. During the same period more than $9 million in Part I funds were used to support curriculum development efforts in the 15 occupational cluster areas suggested by U.S.O.E. as an appropriate organizational structure for the delivery of career education, particularly at the secondary level.

Both the Part C and the Part D career education projects have been viewed as joint local/State/Federal endeavors. Program officers from the Central and Regional Offices of the U.S. Office of Education work jointly with personnel from State Departments of Education in providing technical assistance to the local project staffs. In return, the State and Federal Program Officers are learning much from the practical experience being generated in the local school systems as career development theories are applied in actual classroom settings under a wide variety of environmental conditions. The first of the cluster curriculum guides, namely, those begun in 1971, are completing their field testing and will become available for wide scale dissemination during the coming year. (Guides will first be available for the Public Service, Manufacturing, Transportation, Construction, and Agribusiness occupational areas.) Others will be disseminated as they are completed, with full dissemination of all 15 clusters anticipated by 1977.

Coordination across the many career education projects, and the interchange of the creative ideas and techniques which are emerging must be provided for, if we are to expedite the developmental process which is underway. The Division of Research and Demonstration now has locally-developed career education model projects in operation in well over 70 local school districts across the country. The problem of providing for cross-fertilization and exchange of ideas among all of these projects is a formidable one. Significant steps have been taken in this direction. The national conference, for which this publication will cover proceedings, is our most recent effort in coordination.

This report summarizes the proceedings of the "National Coordinating Conference for Administrators of Part D and FY 1973 Part C Programs and Projects, funded under P.L. 90-576," which was held at the Royal Coach Motor Inn in Dallas, Texas, on January 28-30, 1975.

The Conference was coordinated and the report prepared by Mrs. Joyce Cook and Miss Jeanne Williams of the Demonstration Branch, Division of Research and Demonstration.

Howard F. Hjelm
Director, Division of Research and
Demonstration

October, 1975

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BACKGROUND AND INTRODUCTION

Prior to the Dallas Conference in January 1975, four previous national conferences had been held which concerned themselves with the role of the Vocational Exemplary Projects in the implementation of career education.

Before the initiation of career education activities under Part D of Public Law 90-576, a "National Conference on Exemplary Programs and Projects" was conducted in Atlanta, Georgia. The purpose of this conference, which was held in March of 1969, was to explore potential procedures for implementing Part D career education activities and to develop a conceptual framework for the exemplary projects which would be undertaken.

Shortly after the award of the initial grants under Part D of P.L. 90-576, a "National Institute on Exemplary Projects" was conducted in Squaw Valley, California. The purpose of this Institute, which was held in July of 1970, was to assist newly-appointed State and local directors of Vocational Exemplary Projects to formulate plans for initiating, operating, and evaluating their Part D projects.

The December 1971 coordinating conference, which was held in Columbus, Ohio, involved the local-level directors of Part D projects, the State-level program officers who were involved in the projects, personnel from Ohio State University's school-based model effort, and Federal program officers. It was designed to promote the exchange of information and the sharing of ideas emerging from the projects. The agenda for that conference was specified by Federal program officers and was set up by grade levels, with key project directors being tapped for informal presentations on the achievements of their project by grade-level and program emphasis. Each presentation was followed by a period of time for questions from the audience.

The 1972 conference at Airlie House in Warrenton, Virginia, involved the participation of: (a) State-level personnel who are responsible for the coordination of Part C and Part D career education projects; (b) local project directors of the career education projects supported under Section 142(c) of Part D and Section 131(a) of Part C; and (c) third-party evaluators who are under contract to conduct evaluations of Part C and Part D career education projects. One of the primary objectives for this "Coordinating Conference" was the exchange of techniques and instructional materials which were showing promise in accomplishing the goals of the Part C and Part D career education projects. Exchange of evaluation techniques and approaches was also an objective. A series of significant events occurred within the Part C and Part D programs in the time between the December 1972 Airlie House Conference and the January 1975 Dallas Conference covered by these proceedings.

The first event was the decentralization of the Part D program in June of 1973 to the U.S. Office of Education Regional Offices in the 10 DHEW Regions. Although the program had always involved a high level of participation by the Regional Officers in technical assistance, in grant selection, and in monitoring the funded projects, they assumed full responsibility for these aspects during the Summer of 1973. Only the policy aspects of the program - namely, priority setting, development of selection criteria, and reporting to Congress on the effectiveness of the program - were retained as Headquarters activities.

The second, more a series of events than a single event, related to the burgeoning career education movement. There resulted, in 1973, a search for high quality curriculum materials that could be disseminated on a broad scale and, at the same time, a search for accountability data to show that the career education projects were achieving the goals they had set out to achieve for young people.

Almost simultaneously, the then Demonstration Branch staff in the Headquarters office in Washington found themselves involved in (1) a search for effective curriculum materials for career education, (2) a contract for the evaluation of the Part D program's first three years of operation, (3) a management audit by the Department of Health, Education, and Welfare, (4) an impact study designed to ferret out the relative effectiveness of U.S.O.E. "change agent" programs, and (5) a program audit by the Government Accounting Office designed to yield information for Congress on the whole career education movement and its implications for new legislation.

The fact became increasingly clear, as the staff officers related to the outside groups looking at the program, that inadequate attention had been paid to the design and content of the third-party evaluations. Very few of the curriculum materials (only two of the first-round Part D projects, in fact) had adequate student outcome data available to prove their effectiveness. Consequently, the vast majority of the materials presented the reviewers failed to secure the approval of the U.S. Office of Education's Dissemination Review Panel for an intended broad-scale dissemination effort.

Similarly, initial draft reports presented by the evaluators contracted by U.S.O.E.'s Office of Planning Budgeting and Evaluation and by the Government Accounting Office auditors gave advanced warning that the fate of the program would likely be threatened when the final reports were submitted unless immediate action could be demonstrated that the evaluation design and content would be improved. Out of concern both for the Part D program and the implications that evaluation criticism would have for the overall career education movement, the Office of Career Education, under the leadership of Kenneth Hoyt, supported the development of the Handbook for the Evaluation of Career Education Programs. The Part D projects were asked to field-test the Handbook and to participate in its revision.

It was against this backdrop that the January 1975 National Coordinating Conference for Administrators of Part D and FY 1973 Part C Projects and Programs, funded under P.L. 90-576, was convened.

The objectives of the Conference, determined by a Conference Steering Committee together with staff of the U.S. Office of Education, were:

1. To identify and promote effective methods and techniques for moving career education from a project status into an ongoing educational program status.

2. To determine and discuss major issues in the implementation and continuation of career education at the local, State, Regional, and Federal levels.

3. To provide an opportunity for the sharing of methods, techniques, and materials being utilized in the various projects.

4. To promote the improvement of career education evaluation.

5. To share information about the implications of recent and pending legislation for career education and vocational education programs.

While general sessions were devoted to achieving some of the above objectives, the major focus of working groups within the Conference was on achieving the second objective. The issues that received major priority within conference working groups were identified in surveys by the ten U.S. Office of Education Regional Program Officers assigned to administer the program.

Efforts were made to minimize the "show-and-tell" atmosphere that had been characteristic of the prior national coordinating conferences. Participants were asked to register for the Conference with a commitment to the resolution of the issues and problems that surfaced in the survey as being of major importance to practitioners across the Nation in the career education movement, generally, and in the Part D program in Vocational Education, specifically.

Preference for Conference registrations and for hotel reservations was given to the following individuals:

1. State-level administrators of Part D programs under P.L. 90-576.
2. Local Project Directors of Federally-Administered Part D Projects funded under Section 142(c) Part D, P.L. 90-576.
3. Third-party evaluators of Part D, Section 142(c), Projects.
4. Project Directors of fiscal Year 1973 Part C Projects funded under Section 131(a), P.L. 90-576.

While priority was placed on the above individuals, it was possible to accommodate a limited number of other participants such as teacher educators, local school administrators, and members of local project staffs under Part D Projects. Because there were no central funds for underwriting travel, per diem, or stipends for the Conference, these proceedings may be said to reflect the high level of commitment to the career education movement that exists within what is largely a vocational education community.

Special appreciation is due the Conference Steering Committee:

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Participants at the Dallas Conference included approximately 46 State-level administrators, 124 local project personnel, 29 evaluators or teacher educators, 12 from other agencies or institutions, 11 U.S. Office of Education Regional Office representatives, and five U.S. Office of Education headquarters representatives.

Joyce Cook
Part D Program Coordinator

CAREER EDUCATION--PROJECTS TO PROGRAM

William F. Pierce

There is an old saying that one ought to believe only about 25 percent of what someone says in introducing a speaker. In dealing with the issue of moving career education from a project status into an ongoing educational program status you probably need a speaker who knows two kinds of things: (a) how to get resources and support for career education and (b) how to administer a program where you actually enroll students. While I have had considerable experience with the former, you have an obvious advantage over me in the area of actual program administration. We will talk about these two areas today, but I will also spend some time this morning sharing some of my perspectives from the national level and some of my opinions about the value of this conference.

I am told that a keynote speaker is charged with setting the theme of the conference, with putting things in their correct perspective, and bringing some balance into the conference program. And it is important that we not get carried away with the missionary zeal we all have for career education without first setting the stage concerning the issues.

Assuming the responbility of a keynote speaker is awesome to me and when I think "awesomeness," I am reminded of a joke about Texas. I believe that you will find it appropriate. Some of you -- particularly that group of you that stood up from the Dallas region -- have probably heard it already. Even I first heard it a long time ago.

It seems that a fellow came to Texas for the first time and went into a bar. Now everything in that bar was enormous. The owners of the bar had planned it that way in keeping with Texas and the bigness of Texas. As the guy walked into the place, he realized that the bar, rather than being at a normal level was very high. He had to look up to the very tall bartender and when he tried to put his foot on the rail he had to raise it way up high, too. He ordered a straight shot which they served him in a great big glass. The guy was terribly impressed with the size of everything. When he decided he would have to go to the men's room, he asked directions from the bartender. The bartender told him, "It's through that door, and to the left." He had no more than closed the door good when the bartender remembered that the light was not on and that he had forgotten to caution the guy about the swimming pool. He ran out, switched on the light, and found the visitor floundering around in the swimmimg pool. The visitor yelled, "Don't flush it! Don't flush it!"

This says something about the awesomeness of Texas and, at the same time, about how I feel about my responsibilities as your keynote speaker.

In preparing for this keynote address, I read a summary of the issues you raised with our staff in response to their pre-conference survey. Those issues--generally in the form of questions--were, in my opinion, outstanding, just excellent. After I read them I had three reactions.

First, I wish I knew someone, even a combination of people, who could answer all of those questions you raised about career education. If we could answer all those questions, the problems of career eudcation would be solved, and we could turn our attention to the energy crisis or whatever else we should be concerned about. We would have resolved all the things that bother you and that bother us. The concerns that we have for moving career education from a project to an accepted program extend past you to all the teachers who worry about providing appropriate educational experiences for every young person and every adult in our society.

My second reaction is that you must not look to us at the federal level or to any individual to answer those questions, but that you look to yourselves for the answers.

And third, after reading the questions, it seemed that perhaps one of the best ways in which to launch this conference would be to spend just a few minutes trying to put your projects and the career education movement in their proper historical perspective. It seemed to me that in that process some of the questions you raised might be answered.

I will try to show this morning that, many of the Office of Education's previous activities and previous efforts have been not only to help shape, form, and mold the evolving career education movement, but also to help move it from a project here and a project there over to all the kids and adults in all the 17 thousand school districts, in all the 12 hundred community colleges, and in all the universities in the country.

And, in winding up, I propose to stress some of those issues that we think are terribly important to the future of career education and to lay a base of inquiry for the remainder of the conference.

Let me spend some time putting career education, the Part D projects, and the Part C projects in an historical perspective that I think will be helpful to you.

On October 2, 1969, a policy paper was issued by the U. S. Office of Education that started the first cycle of Part D projects. That policy paper stressed five particular aspects which were required of each project:

1. To provide broad occupational orientation at the elementary and secondary levels;

2. To provide for work experience and cooperative education programs;

3. To provide students not previously enrolled in vocational education some very quick and intensive skill training just as they left the system;

4. To provide for intensive occupational guidance and counseling during the last years of school and for initial placement; and

5. To provide for the grantee or contractor to carry out the program with support from regular funding sources after the termination of the federal assistance under Part D.

This was the U. S. Office of Education's first thrust under Part D. It was launched before Sidney Marland made his speech here in Texas that coined the term, "career education." So the movement toward accomplishing some of the goals of career education was begun under Part D before the career education movement that we talk about now was ever begun. Obviously, the fit between those first Part D projects and the career education movement as it has evolved was not perfect although, admittedly, some of the goals were and are the same.

Some months after the Sidney Marland speech, in Fiscal Year 1972, the decision was made to use all of the Commissioner's Part C research money for additional career education programs. At this point we see vocational education research money pulled in for accomplishing some specific purposes in guiding the direction of the career education movement.

In August of 1972 the second major policy paper was issued by the U. S. Office of Education for the Part D program. This was the statement of policy that brought most of you into the career education movement--the one that created your projects. This policy paper no longer talked about cooperative vocational education, work experience, and intensive vocational training. It listed emphases such as awareness at the elementary level, exploration at the junior high level, and preparation at the senior high level. Between the first policy paper for Part D in 1969 and the second policy paper in 1972 a major shift is obvious. There was a shift in commitment and a concern was expressed with how you carry out career education at the various levels. Your projects, then, moved closer into the mainstream of the career education movement. And, because of that shift, you have a different role and responsibility in career education than did the original project coordinators.

The Education Amendments of 1972 brought about changes in our structure that had a great deal of impact on what you are trying to do.

First of all there was a budget request for federal dollars for career education, not Part D vocational education money, but money specifically allocated for career education. Of course, money did not come through at that time but, at least, the movement had been recognized in a legislative and in a budgetary sense.

Second, the National Institute of Education was created with the passage of these Amendments and the four major career education models that the Office of Education had started were moved over as a responsibility of the newly-created education research agency.

Third, the Bureau of Occupational and Adult Education was created and I, personally, joined the Office of Education as the Deputy Commissioner called for in the 1972 Amendments. Prior to my arrival in the U. S. Office of Education Sidney Marland had, after careful deliberation, determined that the administrative responsibility for the fledgling career education program would be housed in the Bureau of Occupational and Adult Education. Not everyone agreed with the decision, of course. Many of us were afraid that this administrative location for the career education program would be confusing to the field and that many people would say "Ah Hah! It is just another name for vocational education." Why else would it be housed in the same Bureau, the Bureau of Occupational and Adult Education? For really good reasons, nonetheless, Sid Marland and others decided that the Bureau of Occupational and Adult Education was the right place for the career education program during its fledgling years of development.

When we put together the new Bureau of Occupational and Adult Education, we had the opportunity to take in the Education Professions Development Act programs. This made a lot of sense to me. Taking those programs that dealt with personnel development and assigning them to the office responsible for career education would permit, as far as legally possible, a shift of those programs over to the development of personnel for career education.

Kenneth Hoyt joined the Office of Education about a year ago while the career education program was still a part of the Bureau of Occupational and Adult Education. We went to Dr. Hoyt because we needed help in determining what was needed in the field and what the career education practitioners wanted. Also, we felt that we needed someone with a missionary zeal--someone who could go out and "turn on" the hardest-hearted administrator or the hardest-headed board of education member to career education.

Finally, in our historical sequence, we come to the Education Amendments of 1974 when the Hathaway Amendment determined the need for specific career education legislation.

That Amendment stipulated that the Director of Career Education would report directly to the Commissioner of Education. The result of that is that we are now in the process of moving the Division of Career Education and Ken Hoyt's staff from my administrative control in the Bureau of Occupational and Adult Education over to report directly to the Commissioner of Education.

Hathaway's reasoning was that if career education is, indeed, more than vocational education and if it does cut across all of education, then it should not be housed in the Bureau of Occupational and Adult Education. In a sense, then Hathaway reversed the decision that had been made by Commissioner Marland two years ago.

I think that a few words about this particular administrative change process are in order. The move of the Career Education Program out of the Bureau of Occupational and Adult Education is an administrative convenience to accomplish what the Act requires. What it does not do is diminish the commitment that both Ken Hoyt and I have to bringing about a career education program in this nation. It does not diminish my job as Deputy Commissioner of Occupational and Adult Education, it does not diminish my commitment to career education, and it does not diminish my feeling that there are times when it is quite appropriate to use vocational education funds to support the evolution of career education.

Someone raised this as an issue in the pre-conference survey. They were worried about whether it was appropriate to use vocational education money for career education. Frankly, if it had not been for the use of vocational education money, we would not be where we are today in career education. In the Vocational Education Act of 1963 and in the Amendments to that Act in 1968, Congress laid the foundation and the framework for career education. Those pieces of legislation were written by people who were beginning to worry about the delivery system of education. They were convinced that education was not really doing for young people what it should be doing. So they gave us legislative authority that was far broader than most vocational educators had ever perceived to be the responsibility of vocational education--legislative authority that was broad enough, in fact, to permit us to launch and to continue supporting career education kinds of activities.

The preceding chronology has brought us up to today in the history of the Part D program and its relationship to the career education movement. We have traced the movement from the Congressional commitment to improving education that was evidenced in the 1968 Amendments to the Vocational Education Act through the passage of the career education provisions in the Education Amendments of 1974 that created the Office of Career Education in the U. S. Office of Education.

And now, due to the federal and State emphasis on career education and due to the fantastic local response, we have federally-funded projects, we have State-funded projects, and we have many locally funded projects. We have State-mandated career education legislation in a number of States and we have States that are providing career education money in their budgets. We have a State Coordinator of Career Education in every State in the Union, a special committee on career education with the Chief State School Officers, special federal funding for career education and, thanks to Kenneth Hoyt, we have an Office of Education policy paper that outlines and describes the concepts behind career education that you helped to put together. That is how we got from those initial Part D projects to where we are today.

Lets take a look now at some of the U. S. Office of Education's previous activities through which we have attempted to guide the career education movement and through which we have been and are attempting to move it over into an ongoing educational program for all the youths and adults of our society.

First of all, we can say that we have had some experience in attempting to secure resources and support for you and for ourselves in our career education efforts. As I mentioned previously, federal funds were first requested for career education (as a specific line item) through the Education Amendments of 1972. But money was not to be forthcoming for some time. In the intervening years between then and now we were concerned that the perception in the field might be that career education would be permitted to die, particularly after Dr. Marland, career education's greatest spokesman, at that time, left the U. S. Office of Education.

And so, we found what money we could from whatever source--from vocational education, from the Office of Planning, Budgeting, and Evaluation, and from our salary and expense money--to continue at least a minimum level of activity.

We continued to attempt to get a career education appropriation from the Congress and we testified mightily each time. We lost the funds twice. On the second time around the funds were actually there at one point, but we discovered that the Congress giveth and the Congress taketh away. Before we knew what was happening the funds had disappeared from the appropriations bill.

One group that we kept hearing from in the field, not from practitioners like yourselves who were involved in federal projects, but from other teachers was "How can we get involved?" We couldn't tell them to get involved by simply doing better the things a lot of teachers had done for a long time.

Secondly, one of the things that I thought was needed was to get an assessment of what existed in the field and then make available the best of the curriculum materials that had been developed to anybody in the country that wanted to use them. For this particular activity we found a little money in the vocational education budget and used it to make an assessment of the materials that were available for career education. What we found was not really surprising. We found that there were very few good materials. Particularly scarce were materials for which positive evidence of effectiveness existed.

One of the outgrowths of this effort, however, was an assessment instrument which we will be able to make available to you very shortly within a booklet designed to help you judge your own curriculum products. Then if your curriculum products aren't scoring as high as you feel they should, you can go and hide them someplace and no one will know the difference. Sometimes we get enamored with things we do ourselves purely because we did them ourselves. But when we begin to lay them out against a set of criteria, it may appear evident that it just doesn't make any difference whether we use them or whether we use what we have used historically. And if it does not make a difference, then I submit that neither you nor we need to be in the career education business.

Back in 1973 the Office of Planning, Budgeting, and Evaluation made available about a quarter of a million dollars for the purpose of evaluating the first cycle of Part D projects. When they are available, the results of that evaluation study will help you and me to create a better career education program in the schools.

And one of the things that I want to stress with you today is that we cannot survive much longer purely on our personal zeal for career education. We must show that it makes a difference with kids because the dollars are getting harder to get and the administrators are worried about accountability. We are going to have to be concerned about accountability, as well, in career education.

One of the things that we did in an effort to improve our accountability and, therefore, our position in justifying funds for career education was to contract with Development Associates, Inc. for the Handbook for the Evaluation of Career Education Programs. This was accomplished through salary and expense money made available to us from other parts of the U. S. Office of Education by the new Commissioner of Education, Terrel Bell.

We have tried to look across your final reports and your third party evaluations so that we can share the results with you and with the Congress in our budget justifications. Your evaluations are too diverse to permit that. There is no systematic way of looking at results and we are convinced, after reading the reports and the evaluation results, that you have no systematic way of looking at your own results. We have a very hard time asking Congress for 20 million dollars or 50 million dollars for career education because they invariably ask, "What evidence do you have to show us that it really makes a difference?"

We have furnished you the first draft of that evaluation document and we want you to know that we are committed to using it. We are going to ask you, the third-party evaluators, to use this document in evaluating the Part D projects. I don't believe that anyone is totally satisfied with the handbook. We are not satisfied with it. What we need is the benefit of your experience in using it so that it can be revised into the best possible document that gives you the kind of help you need.

Ladies and gentlemen, we have to get tough-minded about our evaluation of career education! Some people are saying that "if you leave career education alone, it will go away." But if you can show that career education makes a difference for students, there is no way that career education is going "to go away." There will be no way to stop the good things that are happening to young people in your projects.

But your ability and our ability to move career education into the mainstream as an ongoing educational program is going to depend on our ability to find systematic way of evaluating it and on our ability to show a positive difference for young people.

After Kenneth Hoyt joined our staff, he began his series of mini-conferences that were designed to do three things. First, we wanted input from the field into our third generation funding strategy. Our first two strategies hadn't worked too well and it was time to look at funding again. Secondly, we wanted to develop a concept paper which could ultimately result in a U.S.O.E. policy statement. And, finally, we wanted to begin to try to define career education.

Now that these activities have been accomplished, I am sure that Ken would suggest that there are things that ought to be happening in your projects that perhaps are not happening. But you have been, in some ways, limited by the scope of our imagination when we wrote that second policy paper back in 1972. We have represented, in this room, however, the principal career education projects in the nation. And the major issue is, how do they move from projects to programs? There are a couple of things that I think we ought to try to deal with.

Let's talk about money first. You will say that we have to have more money. Let me just give you a perception of what we are going to have and what we are not going to have. What we are not going to have is a lot of federal money for career education at least in the next few years. We are not going to have a lot of federal money for any kind of education in the next few years given the status of our economy. The economy is down, and career education is still evolving; therefore, people do not want the federal level to put much money into career education because they are really not sure what we mean by it. We do not have adequate evaluation. There is even the question of who will make the decisions about federal money. There are some basic questions about the appropriateness of a federal role in education. There is absolutely no constitutional necessity for the federal government to be involved at all in any kind of education. The constitutional responsibility for all education rests with the State constitution.

There are people at the federal level who are concerned about what the appropriate role of the federal government in education should be in the future. All of these things, in my mind, impinge upon our getting great amounts of money for career education.

All I am saying to you is that you ought not to expect large amounts of money. What we are going to have to do is continue as we are with small amounts of seed money. This will have to help you move from where you are to where you want to be in more locations around the country. You are going to have to continue to stress the need for local and State funds. You are going to have to take pages out of books of people from other States that have been successful in getting State money, so you can go back and try to find ways to get your own State legislators to make that kind of commitment. You are going to have to find ways to get local money allocated to career education. You are not going to get two billion dollars from federal money for career education in the forseeable future.

The second issue that I think we really ought to stress in this conference is the need for teachers, on every level, committed to education. Last night we were talking to some people about how hard it is to turn certain teachers on--how to get them to be aware that career education is around. And once they are aware, how hard it is to get them to make that personal commitment to get involved. I think in this conference, "How to get those teachers committed" should be a major stress. What are the strategies? What really works? What does not work? One of the things that should help is that we have tried to save and have been successful in saving the Education Professions Development Act. We are going to have monies available under that Act that we can use for career education personnel development. I thought the Act was going to be allowed to expire and we would not even have the opportunity to ask for additional resources. We will have the Act, but how much money we will get, I cannot say at this time.

If we do get money, I think we need to know from you, do we spend it for inservice training or preservice training? My feeling is that inservice is where it has to be. We have so many people in the schools who are going to continue to operate just as they have always operated if we do not work with them. The number of teachers coming out of preservice is really insignificant compared with the number already in the classroom. We must concern ourselves about quality preservice and inservice education.

We ought to concern ourselves about your responsibility to spread career education in your communities and in your States. How do we make you legitimate and logical arms of the Office of Education to help us to carry out our responsibilities at the federal level? We are going to need better dissemination strategies. You are doing a lot of things that you cannot share. There is no way that you can really share them with others the way you should. I think others in this room are doing things that they would like to share with you and that you would like to have. Putting them out on the table once a year is not an adequate and appropriate dissemination strategy. We have to have a better way to get to you the materials, the techniques, the things that work, and the awareness of things that do not work.

I am about out of time, but let me very quickly tick through some of the things that you identified in your conference survey that we certainly concur with and that need to be stressed. The roles of the coordinator and the counselor are not well-defined. The counselor really does not know what his or her role is in career education. You must think this through, and if anybody can help you do that, it will be Ken Hoyt with his perspective of the counseling field and its relationship to career education.

We have to get involved in career education at the secondary level. It is very appropriate that one of your work groups is going to consider how to get career education installed at the secondary school level. We must consider, at the same time, our post-secondary programs. If career education really is what we say it is, if it really is part of the educational game, then we had better start worrying about the post-secondary level as well.

The federal level, with limited funds, can only provide funds that are catalytic. We can only provide them to you so that they grease the squeaky wheel. They should go to where the friction points are. They should begin to answer some of the questions that we do not have answers for now: Questions like, "Is there a difference between career education and career education for disadvantaged kids?" "Are there different things that you have to do to make career education programs work?" If that is the case, our role at the federal level is to provide resources to help you answer some of those questions.

We will soon break into work groups. If I am right about what I say, you are where it is going to happen and you are going to be the people that really make this conference go. You should be anxious to get started and go to work on the issues.

Let me share with you a thought you can take with you as you worry about career education. We ought to "worry about" it, because to many, career education is one of the things that is going to help salvage a lot of kids in this country who are not now being salvaged. I do not think we can let it die a natural death. I do not think we can continue to let people snipe at it. I do not think we can continue to go with unanswered questions; therefore, I think the use of the term "worry about" is an appropriate choice. Let me share with you the thoughts of Lewis Carroll, I have used it before, and some of you may have heard it. In a piece called the Hunting of the Snark he said, "The valley grew low and narrower still, and the evening grew darker and colder, til out of nervousness and not from good will, they marched along shoulder to shoulder." I would rather we would march along, in the development of career education with the other teachers and the other people that you have to work with to move it from project to program, out of good will. But if we cannot have it that way, then let us make them nervous as hell so they march along with us as we take this thing from where it is to where it ought to be.

Implications of Recent and Pending Legislation for Career Education

Presiding: Ellen Lyles
U.S. Office of Education
Region IV

Panel: Joan Duval
Womens' Program Staff Director
U.S. Office of Education

William F. Pierce
Deputy Commissioner of Occupational
and Adult Education
U.S. Office of Education

Victor Van Hook
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Sidney C. High, Jr., Director
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Title IX of the Education Amendments of 1972 and Title IV of the Education Amendments of 1974, Section 406 and Section 408.

CAREER EDUCATION AND WOMEN

Joan Duval

Thanks for the introduction. I might say, you're a tremendous ego builder. Let's start with a little riddle. A father was driving his son to the airport and they had an automobile accident. The father was killed and the son was taken to the hospital. Upon seeing the patient the doctor said, "Oh my God, it's my son." Have you figured it out? Just a few facts.

According to the 1970 Department of Labor census, women comprise more than one-third of the national labor force. However, they're concentrated in a relatively small number of occupations. It's also projected that 90 percent of all women work at some time during their lifetime. Roughly, 40 percent of all married women work. We could go on and on, but that's not the point of this session. These facts should communicate to you the concerns that the Women's Program Staff in the Office of Education and women across the country have with the direction that career education takes as well as vocational education. Recent federal legislation that will impact on career education as it applies to women is contained in three specific laws or acts. These acts include Title IX of the Education Amendments of 1972; Title IV of the Education Amendments of 1974, Section 406, Career Education; and Section 408, Women's Education Equity Act.

I would like to spend a few minutes on each one. Title IX of the Education Amendments of 1972 is the prohibition of sex discrimination. And just a short quote in terms of the thrust, "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." The law then proceeds to note several exemptions. These exemptions do not include Vocational Education, Professional Education, Graduate Higher Education, or Education in Public Undergraduate Schools. Provisional Regulations for Title IX were published in June of 1974, two years after the enactment of the legislation. The comment period was extended for many reasons and it closed on October 15, 1974. Seven hundred comments were received and reviewed by the Office of Civil

Rights and the Office of Education. The regulations have now been written in final form, and they will be sent to the President. When the President signs the regulations they will be published in the Federal Register and simultaneously sent to Congress for review. As you are aware, the Education Amendments of 1974 mandated that all regulations must be reviewed by Congress. Forty-five days after that, providing the Congress does not amend the law itself, the regulations will become law.

What are some of the implications of Title IX for career education? Career Education programs and career options cannot be limited to one sex, designed by one sex, or administered by one sex. That would be prohibited. The sex specific nature of most vocational education programs will require considerable changing as it is merged into career education. Changes in attitudes, sex-role expectations, staffing patterns, resource allocation, are just a few areas that will be subject to change. Affirmative efforts may have to be developed that permit the formally excluded sex, one or the other, to develop basic competencies and skills that are necessary to enter into programs. Positive steps will have to be initiated to gain parent and community understanding and support for eliminating career stereotypes. Education personnel will have to receive training in a wide variety of areas, not the least of which is training in terms of recognizing their own behavior patterns, their own perceptions, and their own projections as they influence the young child in terms of career options.

Hidden curriculum is as important a formative agent as the explicit curriculum. Curriculum and instructional materials should be examined for stereotyping by sex, and the developing of new materials should eliminate sex-role stereotyping. I took a moment after the morning session to look at some of the materials. Some that are on display obviously have been developed with a conscious attempt to eliminate stereotyping and to confront the issue of women in the world of work. I do ask you, as you develop new materials and programs in career education, to be extremely careful of the stereotyping nature of pictures, examples, phrases, etc. Guidance and counseling policies, practices, and the instruments that they utilize continue to reinforce the sex-roles socialization, and therefore, limit career options for both boys and girls. As Bill Pierce indicated in the key-note speech, career education must look at the role of the counselor and this is doubly true when we now add the male-female dimension.

Title IX is not a funded statute. Many people are under the impression that they can receive funds by applying to Title IX to help them change practices, procedures, staffing patterns in their school systems. There are no funds in Title IX. It is an anti-discrimination statute. This means that schools and post-secondary systems must carry the major responsibility in bringing about the changes needed for compliance.

Title IV of the Education Amendments of 1974 contain two sections that are relevant to education equity for women. Section 408, the Women's Educational Equity Act of 1974, is specifically designed to support programs that will open options for women and eventually bring about changes with equalized opportunities. The scope of the act is extremely broad, specifying research and development, evaluation, testing, educational program development, counseling, athletics, career education, vocational education, educational administration, and programs for unemployed and underemployed women. Eligible recipients of grants or contracts are equally as broad. Public agencies are eligible and not limited to public educational agencies. It is highly conceivable that a public welfare agency would submit under WEEA a program designed or focusing upon underemployed women. Private nonprofit organizations and individuals are also eligible applicants. I believe, and we're trying to check this out, that this is the only piece of legislation issued by the Office of Education that includes individuals as recipients. In fact, there is a special provision for what we are calling mini-grants, grants not to exceed $15,000 for individuals. The act is also broad in terms of the educational levels. It can address issues in the area of women's equity ranging from preschool to adult. This act also mandates a Presidential Advisory Committee and specifies its functions. But we won't go into that except to say the committee has not been appointed at this time. To echo Bill Pierce's statement, relative to the economy and its effects on educational appropriations, it is highly unlikely that the authorized level, $30 million will be appropriated. In fact, I would bet anything on that. However, we are optimistic that there will be an FY'76 appropriation. Women's Educational Equity Act is the program support side of the equity coin and Title IX is the prohibition against inequity. WEEA itself is not sufficient. Equity must be mainstreamed. You know, we started a number of years ago mainstreaming special education in the regular curriculum. The States passed laws on mainstreaming. We have to mainstream this effort also. Every Office of Education supported project must assume leadership in this area.

Now I would like to turn to Section 406 which is of particular interest to you. The legislation is very specific in terms of the will of Congress, not its intent, on the issue of sex in career education. I would like to quote a few lines from your Act. Section 406, (a)(1): "Every child," and I'm omitting things here, "should be prepared for gainful or maximum employment according to his or her ability." Three under that same Section, "Each State and local education agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child," emphasis mine, "for maximum employment and participation in our society, according to his or her ability." The purposes in A above are to be achieve by, and this is (b)(3), assessing the status of career education programs and practices, including a reassessment on the stereotyping of career opportunities by race or by sex," and (6), "developing local plans for implementing career education programs designed to insure that every child," etc. "according to his or her ability."

There were a couple of provisions that I focused on that were in reference to not only employment but maximum employment. Women, traditionally, have been channeled, encouraged, unconsciously or consciously -- we are not pointing fingers here -- but the fact remains that they have been encouraged and identifed with the lower paying positions in our society. Not only have they been encouraged to engage in the lower paying professions and occupations side-by-side with men, they had, until the equal pay act, received less pay for the same work. I think that it's quite significant that not only employment is referred to in this legislation, but maximum employment. The implications of 406 we really do not have to talk about, since the law is explicit and the program is still in its infancy. Faith in the commitment of Congress to career education has been affirmed in your minds when Dr. Pierce said this morning that his faith in it was confirmed by the creation of an Office of Career Education that reports directly to the Commissioner of Education. My faith in the commitment of

Congress to equal opportunity for all children irrespective of race or sex is confirmed by the explicitness of the career education section.

Finally, we have looked only at federal legislation. Education is constitutionally the business of the State. Each of you should be alert to State laws that decide to eliminate sex discrimination in education. The past two years have witnessed a growing trend for the passage of State laws covering school curriculum issues. These laws range from general comprehension laws prohibiting discrimination in education -- for example, Massachusetts and New Jersey -- to more specific laws requiring the inclusion of minority and women's history and contributions in the school curriculum, such as in California. The development of "survival courses" combining home economics and shop courses in Massachusetts is another example, the competitive basketball opportunities for girls in Kentucky -- I'm just naming a few. State laws are more readily enforceable and State enforcement agencies are more readily available for compliance. Schools and educational decisionmakers must take sex discrimination and sex stereotyping seriously.

PROPOSED LEGISLATION FOR VOCATIONAL EDUCATION AND THE EDUCATION PROFESSIONS DEVELOPMENT ACT

William F. Pierce

One thing that Joan Duval said, in terms of Career Education as it pertains to sex-role stereotyping, is that it must maximize the options of people. This is one of your responsibilities. Career education must let people determine what it is they can carry out--and want to carry out in society--and what they most appropriately can accomplish given their own abilities, their own attitudes, and their own aptitudes. You fail as career educators if you do not maximize those opportunities for young girls as you do for young men.

I think you have two responsibilities--one, to do that job as a part of your responsibility in career education and, two, to help vocational educators to understand that they are indeed guilty of continuing to perpetuate sex-role stereotyping in this country. This is sometimes inadvertent, and mostly unintentional. And historically women who were trained in particular occupations could not get employed if you wanted to get them employed. But the employment picture is changing now. You have a responsibility to help vocational educators to overcome this with fact. As you move to incorporate vocational education as an integral part of the total career education concept, I think you have a role to play with respect to opportunities for women. You must help vocational educators understand what it is they have to do for women in that part of the program which deals with preparation.

I have a daughter who is five years old. I get a little tired of her being inadvertently told that she cannot do certain things in our society. In specific kinds of ways it limits her perception of herself. Recently I was home talking to her and she said she wanted to be a nurse. I said why didn't she want to be a doctor. She said girls are nurses and boys are doctors. I came unglued and I ranted and raved and told her that she could be anything she wanted to be. As a matter of fact, I told her she could be a truck driver if she wanted to. For the next two or three weeks whenever we talked about what she wanted to do, she was always going to be a truck driver. One day she came to me and said, "Daddy, I'm sorry. I don't want to be a truck driver, I want to be a cowboy girl." That is appropriate, and I give her that she wants to be a girl and nobody wants to take away from females that fact that they are going to continue to be girls. I thought, "What do you call it if you do not call it a cowboy?" A cow-person does not sound very good. I want her to be a cowboy if that is what she wants to be, whatever her job. I think that is the rule and that you really have quite a responsibility achieving it.

Let me talk now about vocational education legislation. There are two pieces of proposed legislation that pertain to career education and we need to look at how they will include career education and what their impact might be. For the last two months we have been trying to develop an Administration bill that will be our version of what the new vocational education legislation ought to look like. The Vocational Education Amendments of 1968 will expire at the end of this year and we will, therefore, need new vocational education legislation. Now the legislation can take a number of forms. It can be a simple extension of what is already there, or it can take some minor adjustments of what's there. It can take the form of the bill that has been introduced by the American Personnel and Guidance Association, which has a heavy counseling and guidance influence and puts that into a new perspective in vocational education. It could take the form of the bill introduced by the American Association of Community and Junior Colleges which deals more specifically with greater impact and emphasis on post-secondary. Or it can take some other form. We have been developing an Administration position, a vocational education bill that will be our version of what that final legislation ought to look like.

What is going to happen in the practical realities of the Washington scene is that Congress and people who work for congressional leaders will take all of those inputs. They will take into consideration the good parts of all the bills and come up with a piece of legislation. The legislation will have in it certain parts of all the bills and I did not mention the other bill, which is the American Vocational Association's bill.

One of the things that we did in developing and preparing the Administration's vocational education legislation was to talk long and hard about what should be said in vocational education legislation about career education. Should we try to have a section or a title of the Act that dealt with career education? Should we continue some of the things that we are already doing? Should we continue to allow people on the State and local levels to use vocational education funds for prevocational kinds of activities?

We finally decided that because of the confusion, because people still don't understand the difference in vocational education and career education, because we already have legislation in Section 406 that provides for career education and that makes it clear and distinct from vocational education, we recommended in this legislation to the Congress that they not mix the two--that they not have vocational education funding and career education funding in the same piece of legislation. That is going to be the position that we will take forward to Congress. We will have included in that vocational education legislation those things that have always been permissible under the vocational education legislation and will continue to be permissible, such as using Part B programs and Part B funds for prevocational types of activities.

We will continue to strengthen the business of our industrial arts programs and in many ways those are the exploratory parts of career education. In themselves, they are not--but they certainly have contributed to it.

The vocational education research funds have been retained. The purposes for which the funds could be used in Part C, Part D, and Part I have been retained. Although we are doing away with Part C, Part D, and Part I as separate parts, the activities have been retained. We are saying "Hey, let's worry about what the needs are and let's not let the level of funding limit our activity in a particular area." We need more curriculum development and we do not need to be limited to the four million dollars Congress has given us annually for curriculum development. We can, under the proposed legislation, use as much as is made available of the total amount for research and demonstration and curriculum as we want to. All of those provisions have been retained.

The opportunity to have Part D demonstration programs that are indeed delivering career education activities has been retained. So the bill has not been changed in any significant way. And again, we have not said that vocational education ought to have a separate title for career education or recommended to Congress that they put five million dollars in it. We reached this decision together with Ken Hoyt who is working very closely with us, and our sense was that Congress could not deal with that. They could not deal with Section 406 and vocational education legislation that had money in it for career education as well. So we backed off.

The other piece of legislation that I think you need to be aware of, that has an implication for career education, is the Higher Education Act that also expires this year. It is being reviewed by Congress and will be either repassed as an extension or with certain kinds of revisions. Title Five of the Act represents the Education Professions Development Act portions. We have recommended, and HEW has accepted the recommendation, that the principal activities allowed under the legislation be retained. The exception was that we removed all those activities that simply provided more teachers of an unspecified kind that tends to perpetuate the problem of a teacher surplus. This was one of the things that Congress was worried about. We have an Act now that continues to crank out more teachers in areas like history and English where they cannot find employment. We removed that authorization but we have tried to retain in it activities that deal with quality and the improvement of teachers through inservice. Therefore, it will allow us to spend those monies, if you get beyond the authorization stage, for career education.

We will be working very closely with Ken Hoyt as he develops the whole career education thrust of the Office of Education. One of the reasons that he is going to work out of the Commissioner's Office is that he can go to all of the Deputy Commissioners and all of the other parts of the Office of Education and tap them to contribute to the whole career education effort. Certainly, I hope he does not have to tap us. I hope he does not feel he is tapping us, and that by the way we organize, he feels we are in the same program. It is really not a matter of tapping the EPDA program. In some of the others it is kind of a tap, like pulling some of the people kicking and screaming into the 20th century in our career education efforts. In our case, I do not think you're going to have to drag us, particularly if I continue to have a responsibility for the EPDA program.

Those are the two legislative packages that we have responsibility for. As indicated to you in your program, we are going to have an hour to talk specifically about the vocational education legislation and I will be happy to go into more detail about what it looks like at that time.

PROPOSED LEGISLATION FOR VOCATIONAL EDUCATION

Victor Van Hook

While listening to some of the remarks here, I was recalling that I have had a difficult problem over the past 24 hours. I was in Washington, my car was in Tulsa, my wife was in Stillwater, and this meeting was in Dallas. And through some hectic scrambling around, I picked the car up in Tulsa, went to Stillwater, said hello to my wife, changed the contents of the suitcase, and drove down this morning. You will have to excuse the informal attire since this is my traveling costume.

I live in an all-female household and I have for a considerable period of time. I am a strong supporter of this being a two-way street. When we built our home, we built three bathrooms. There are three females and I have a standard position at each one of the bathrooms. I am second in any one of the bathrooms that I care to use. When we get up in the mornings, I wait until one of them appears to be vacated and at that point in time, I can move in.

I am very much in sympathy with women. I am in the area of business in vocational education and that is predominantly a female field. They are a little suspicious of me at times. We have a mid-winter conference this Friday and Saturday -- if any of you would care to visit with our eight men and some 110 women. We men have our difficulties in getting activities passed in that particular group. It is an interesting group, though, and I would not trade places with anyone.

With reference to the legislation that is pending at this present point, I think we ought to give credit where credit is due. I think many of the results in these different pieces of legislation came about out of initial inputs from the Office of Education, and especially Dr. Pierce's office. He has been an extremely cooperative individual in working with all of the different groups that are interested in this particular piece of legislation. We in the American Vocational Association felt somewhat obligated to address ourselves to the question of the legislation since no panel of consultants was appointed -- as had been done in the two previous pieces of legislation.

As a result, AVA brought together a gentleman named Mel Barlow, with whom I am sure all of you are acquainted, and myself to try to get a feeling from the constituency in the field as to what should be incorporated into the legislation. One of the things that appeared to keep cropping up was this question, "Is the AVA going to be derelict in its duty if it does not address itself to the question of career education?" As a result we tried to identify ways in which this question might be addressed. I do not know how many of you might have seen copies of HR-17304 which was introduced during the last session. There was no guarantee that this would become a real piece of legislation for two reasons:

1. It was introduced late in the session.
2. The Congress was much more concerned with a number of other questions than they were with education legislation that still had several months to run.

We did introduce a piece of legislation that addressed itself to a number of different issues with the hope that interested persons would get copies of it, look at it, decide what needed to be done to improve it, and make recommendations for change. We had a meeting last Thursday, in Washington, at which time we had some inputs from a number of different groups. Hopefully there will be a new piece of legislation that will be introduced some time during the next two to four weeks.

I think the best way to acquaint you with what is covered in the section of that legislation that deals with the question that we have here, would be for me to read the statement of the purpose of Part B. This particular piece of legislation was divided into five parts: A, B, C, D, and E. "A" dealt with the question of national and State advisory councils and the necessity for a strong planning component; "B" dealt with something that had been called prevocational education; "C", the vocational programs as we have known them in operation over the last few years; "D" with what we might call support services, and "E" with the parts that are identified by Dr. Pierce as former Parts C, D, and I, and some elements of the personnel development program.

Part B, I think, is the one that has the greatest implication for this group. If I may, I will read the statement of purpose for a section coded career guidance and exploration. The term prevocational was taken out and the term career guidance and exploration has been substituted as a recommendation to the Congress.

> It is the purpose of this Part to implement an additional portion of the career education concept in which vocational education can play an important role. As a process, career education includes career awareness, career exploration, career decision-making, career planning, career preparation, career entry, and career progression. The prime interest of vocational education is career preparation and career progression. To carry out this mission vocational education needs a comprehensive career guidance and exploration effort. This Part is intended to provide support for those parts of career education, particularly crucial to the total mission of vocational education.

This is the statement of purpose as incompassed in the proposed legislation. The funding level is identified as $60,000,000. I think it is a few dollars less than $60,000,000 in the initial year of authorization. The legislation will increase in increments of $15,000,000 up to $120,000,000 in the fifth year of operation.

We feel that there is an important place for the career education concept in any legislation dealing with vocational education. We think that one of the difficulties that has been experienced by vocational educators in the past has been the inability to address this question. Sometimes we have not been able to work with the youngsters at a level in their educational program to insure that youngsters were making decisions from accurate information rather than from emotions or from efforts of a particular teacher or counselor.

I do not think that there is much more that I could add about the legislation at this particular time. I would be happy to entertain any suggestions that you care to make or any inputs that you would like to make. I will look forward to visiting with you later in the conference.

CAREER EDUCATION LEGISLATION
EDUCATION AMENDMENTS OF 1974, TITLE IV, SECTION 406

Sidney C. High, Jr.

The two preceding speakers, Dr. Pierce and Dr. Van Hook, have discussed pending legislation. I asked to follow Vic because the piece of legislation that I want to talk about is no longer pending, it has been enacted. I thought that it would fit a little better at the end of the program.

The last time I spoke in this room was last April, I believe. We had a career education meeting involving the State coordinators of career education from about 45 States that met in this very room. At that time, I talked on the subject of pending legislation. I am happy to report that in the intervening months the legislation has been enacted by the Congress and signed into law by the President. I am speaking basically of the Education Amendments of 1974, Public Law 93-380. The Congress passed the bill and on August 21, 1974, President Ford signed it. In the Education Amendments of 1974, there is a title called Title Four, and within that title there is something called the Special Projects Act which is a new approach that Congress has taken. The Special Projects Act provides the U.S. Commissioner of Education with funds to carry out exemplary and demonstration type projects in areas of concern to the Congress and to the Commissioner.

I think that it is important to note that this is not a research and development authority. This Special Projects Act does not authorize the Commissioner to do research and development. That, as you know, is a mission of the National Institute of Education. They were commissioned by Congress to be the research and development agency in education. So they will continue to perform the research and development function. Congress seemed to feel that the Commissioner needed some money that could be used for exemplary and demonstration functions. If you have some good research and development results on problems and you think that you know better ways to accomplish some other education goals as a result, then there is a need for the Commissioner of Education to be able to move out and work with State and local school districts and actually exemplify these better approaches. So that seems to be the general tenor of the Special Projects Act.

The law says that $200,000,000 is authorized each year for the Special Projects Act. It goes on to say that the $200,000,000--or whatever amount is appropriated--is to be divided in half. Half of the money, $100,000,000 in the ideal circumstance, would be retained by the U.S. Commissioner of Education and he could use this for exemplary projects in whatever areas that he felt needed special attention in the whole field of education. The other half, $100,000,000 on the other side of the column, must be used for priority areas that Congress itself has indicated. A number of those areas are metric education, women's equity in education, and community schools. One of those special topics is career education. So I am trying to set the framework of the big Special Projects Act--half of the money the Commissioner can use for special projects in areas that he feels to be of high priority. The other half must be spent for certain priority areas that Congress has designated.

We are fortunate in career education that Congress has designated career education as one of the congressionally-mandated areas of concern. Each year whatever money is appropriated for the Special Projects Act will be divided and then subdivided and career education is one of the mandated problem areas that must receive some attention. So we look forward now to the next three years--as the authority is good until June 30, 1978. For the next three fiscal years, after this one, we can be assured of some sort of support for exemplary and demonstration type work in career education. Congress has given us three authorities in Section 406 which deals with career education. Congress has told us to do three things.

First, we are to conduct a national survey and assessment of the status of career education and report the findings back to Congress before November, 1975. So that is the first thing right off the top. Any monies that are received must in part be used to conduct a national survey and assessment of the programs, projects, materials, and curriculum in career education. We must assemble a report and submit it to the Congress by November, 1975, so that they will have a fixed baseline as to where we stand now in career education. It will be very useful to have this sort of baseline each year, as we can measure our progress each year against the previous baseline. A national survey and assessment is the first order of business.

The second thing that they have given us authority to do is to support some exemplary projects. They want some exemplary model projects in career education. They have spelled out in the law the sense of Congress as to what career education is to be. They have said that you can go out and use some of this money to develop some exemplary models that people and Congress can look at and see what a real ongoing project in career education would look like.

The third thing that they have authorized us to do, and we can only do that in the beginning of the second year of funding, is to provide grants to States that would like to develop a State plan for career education. A particular State can apply for and receive a grant in the second and third years of funding. With this money, the State is not to operate a career education program, but it can use the funds to develop a very thorough and systematic statewide plan; a plan to determine what the State would have to do to implement career education in all the districts of the State. This would obviously involve some in all the districts of the State. This would obviously involve some needs assessments--assessments of occupational status, present resources, and additional resources needed to implement career education through a very comprehensive State plan. So beginning in the second year, which would be fiscal year 1976, we will be authorized to award grants to States for that purpose.

Those are the three things that the law allows us to do and it is important to note the exclusions. We have no authority to do research and development work. We have no authority to do curriculum work. Those are two things that are not within the scope of Section 406. Hopefully, the National Institute of Education will be moving ahead with its research and developmental work in career education and we will have to relate very closely to them for those developmental aspects of the overall career education program.

I do not want to go into a lot of detail beyond this, because I understand that in the next hour we will break into small groups and people especially interested in more detail about the career education legislation will have a chance to meet in a smaller group and discuss the details. I think that gives you a broad framework. We do have the new piece of legislation. The funding is not fantastic. The law authorizes up to $15,000,000 per year. Actually the amount appropriated this year was $10,000,000. So we have $10,000,000 cash sitting in the Treasury, marked for career education, that we can draw on.

We have all of the problems associated with a new piece of legislation. We have to develop Federal Regulations and have these cleared by all 3,000 of the people that work for the Office of Education--I think, almost all of them. Then we have to have them signed by the Secretary of H.E.W. and published in the Federal Register. Only when regulations have been published officially in the Federal Register can we begin to receive applications, award grants, and get the program underway. There is a time clock ticking away. We have to have all this accomplished no later then June 30 when the fiscal year ends. We are deeply involved now in doing this with a lot of support from the Office of Education. We have had excellent support from the Office of General Counsel--the legal people. Dr. Pierce has been the leading champion in trying to hammer these draft regulations through the review process and get them out in print. We are very appreciative of the tremendous support that he has given us to keep the things moving. Hopefully, they will be out and we will have the program by June 30. Those of you who would like to discuss various implications of the legislation can get together in the small groups here in the next hour.

EVALUATION OF CAREER EDUCATION PROGRAMS

Presiding:	Peter Davis Vice President Development Associates, Inc. Washington, D.C.
Panel:	Russell Schuh and Malcolm Young Also of Development Associates, Inc. Washington, D.C.
Reactors:	Dale Holden Local Project Director Columbia, South Carolina
	Janet Latham State Department of Vocational Education Boise, Idaho
	Ellen Lyles U.S. Office of Education Atlanta, Georgia
	Robert Rochow Local Project Director Pontiac, Michigan

EVALUATION OF CAREER EDUCATION PROGRAMS

Peter Davis

I am very pleased to be here primarily because it is not very often that evaluators and researchers get an opportunity to share their own thoughts and observations with a group that is actually trying to do the work. We are very pleased to have this opportunity. It is rather a unique one for us. All too often we submit a report and then it takes a long time before it ever gets to the people who can use it. The results from the data can't really be presented but we can share what I can put under the category of helpful hints for you so that you can take them back home for use in your own project. This will enable you to operate a more effective and meaningful project. Some of the suggestions are not based on data, but on our experiences gained throughout the country by visiting projects. We feel these insights and observations could be useful to you.

Our purpose this morning is to focus on the things that might be helpful to you. Most projects here are at least 18 months old. It is not by accident that these projects are represented. The people on the panel are the ones who bridge the span from the first round of projects to the second round of projects and who still are experimenting. The basic format of this presentation is that we will have four topics that we will cover and spend about 10-15 minutes on each. The four topics that we will cover are: project planning, project management, project evaluation, and the role of the State. Every presentation will come to the other side of the table to see if there are any questions or any comments that they might want to add to the presentation. Then we will go on to the next topic. We will go back and forth in that fashion until all presentations are completed.

Russell Schuh

It is nice to be the first presenter on project planning. One of the first things in planning is the new activities which require preparation. Frequently projects seem to neglect this or seem to forget it when they are doing their planning. The planning period usually involves acquisition of materials, training staff, development of curriculum, development of procedures, and other planning efforts. The planning phase usually does not cost as much as the operational phase of the program. You should recognize that you are going to operate for a given period of time at reduced expenditures for planning so that you can plan high enough budgets for the operational phase. If that is not possible, the project should consider applying for a standard arrangement for the operational year while they are considering their final results.

Another thing we found that projects fail to consider when they're doing their planning is the continuation after federal funds. At the end of three years, Part D just stopped and the projects had not made adequate preparation for this. And as we know, many projects here have 18 months left in their operational programs. But in planning the continuation of activities, that 18 months may be a little bit deceiving. For example, it is not uncommon in our experience for the budget of a school system to require up to 12 months' notice in adding new expenditures or securing financial support. This means that a project manager looking at an 18 months' leadtime before he has to consider continuation from school district monies may only have, in reality, six months. Frequently the federal year does not go with primary financing of public schools so that, for many school systems, the year begins next month or with March or April for budget planning. This means that what looks like six months or 18 months in terms of continuation may, in fact, be only two months. I suspect that there are some project people here who may have literally only two months in which to plan continuation of their project using district monies even though they think they have half the project's operational time remaining.

One of the things we found that is very important in planning is to be able to identify the participant in the project. In making your financial design, your plan for operation, and your goals, you should be able to clearly identify what activities you expect, what staff people you are going to utilize, what participating teachers and counselors will be involved, and what student participation you expect. The nature of the project activities being stated clearly in the beginning is very important to the manager in terms of being able to deal with operational aspects of the programs throughout the year.

One of the things to watch for when determining priorities during your planning phase is whether job descriptions are specific to your project or generic to your school system. If your job descriptions are generic, and in many cases we found them to be so, we find them not being very clear in terms of what is expected of the staff and what they are to do during the term of the project.

Another thing that we noticed in planning is that frequently projects have planned joint efforts with other activities and other programs that were related. But the nature of the joint efforts was not formalized, nor written in advance. Therefore, during the project, directors were faced with an effort that was an independent activity. This made the project responsible for accomplishing project activities on other efforts that were independent of the project and could go off in another direction which did not really meet "mutual responsibility" of the project.

Frequently in the first round, the project quite legitimately tried to tie in the existing and ongoing kinds of activities. But they failed to plan clearly in advance what difference the project was going to make in those activities. As a result, project directors were faced in mid-term with a great deal of confusion about knowing whether they were successful in accomplishing the ongoing activities. It was difficult to determine whether the effects that they were observing through the outcomes of students were from the projects or were from the effects of the ongoing activities.

Frequently we are faced, when doing an evaluation, with this kind of a reaction from a project: "What do you have to know that for?" or "We didn't do that." or "The things that you're telling us only half fit what we're about." My advice to project personnel to overcome these types of reactions is to do a sound, clear job of advanced planning. You should plan what you are going to do, how you are going to do it, and be able to clearly link your treatment activities to the objectives to be served, and to the outcomes that you expect. If you do this, you have helped establish your evaluation based on your program implementation, and this means that you have an excellent opportunity of success in your management because you built in your criteria for success from the first moment.

Frequently planning does not include a consideration for actual evaluation criteria. A manager is often faced with getting programs operational, then sitting down and establishing an evaluation plan. They often find that activities have to be adjusted in order to get to the actual criteria and they are six months into the operation. How are you going to measure it for a year's effect based on "six months" activities? It is very important before entering a project or a project year, to establish or plan in advance what it is that you are going to do.

Dale Holden

Let me give some response to the particular points previously brought out. In the whole realm of planning, or, advanced planning, we had to move real fast. We had to do it with just a handful of people, sometimes just one or two. As I think back, I get the feeling from a number of systems, that superintendents and principals need to be brought into the early phases of the planning. This is particularly true in the curriculum area. From the curriculum area, they begin to see what we are going to do for young people. "What will be the outcome of this?" is an important point to administrators. I urge that we bring in some of the key people throughout the school system in this advanced period of planning, particularly the curriculum people.

Robert Rochow

I recall beginning as a project director and, going back to those three years and recalling the experience of the first start, I learned an awful lot from that beginning. And it seemed like all our efforts were devoted primarily to getting staff hired and getting activities going. We did not take a chance to sit down and look at our goals and objectives and how to meet the goals and objectives--which is really necessary. One of the important activities, and one that took an awful lot of effort and time last year, was how to get the project carried out by the local school district. As you pointed out, all of a sudden we had about three months to go in the school year and we had to decide on some way to get the project supported by local funds.

I believe if we had planned in the very beginning and really got ourselves together in terms of what are our goals, our objectives, our activities were to be and set up a plan to do this, during the first year, that the end results would have been a lot less hectic. Since that is one of the goals of any Part D project, I think that one of the requirements in the proposal or plan submitted to the Office of Education should include the processes that you want to use in effecting local support. So often it is a last minute effort. This is the experience of many projects. We were very fortunate that we were able to secure local support. I think that if we had begun sooner, it would have taken less effort and time to accomplish local support.

Mal Young

I just want to emphasize that even though some projects here may have 18 months left operationally, in terms of demonstrational effect on students, it could well be the last minute in terms of continuation. We have seen good projects that were terminating and it is very sad because they were caught off guard. They did not have enough time to secure local support. They had not considered the process fully or sufficiently in advance. Do you know what you have to do to continue? If you want to continue, you need to begin making plans now. You may find that you have pitifully short time remaining in order to continue your project.

Russell Schuh

The first hint that I would offer people in terms of managing a project, and this is kind of generic, is to manage for success. You should be going someplace. You should have goals and objectives. You should be doing something. Do not wait for a year in order to get into the next planning cycle. If you manage for success, you know where you are and what you need to do in order to do a better job. Project management gives you feeling for where you are all during the year. Management is a kind of dynamic that gives a project personality. Management is an exciting proposition and you can make it different. You know what the difference is and you have some feel for where you are going.

Some helpful things turn managing into success. You have to develop some very clear performance indicators. Indicators for managers are useful and meaningful and give them information concerning the project, where the activities are, and where they are going. For instance, it is not very meaningful for you to say that you have 500 student participants referred to jobs. It is more meaningful if you report that 500 kids were referred to jobs, 150 of these were actually placed, and 75 of those placements were training-related. Management in terms of data gives you comparison, gives you the level of effort that is required to get results, and gives the level of results.

Frequently we have people tell us that 50 inservice training sessions were conducted. Fifty inservice training sessions do not give precise information. Does the inservice mean that 2,000 teachers were instructed for 30 minutes once a year, or does it mean that 50 teachers were instructed for two hours, four sessions, every two months? It is not enough to report inservice training sessions. You must know who, what, when, where, and how.

It is important for the manager to realize that an indicator will tell a manager when something is wrong or that something is wrong. It will not tell a manager what is wrong. As a matter of fact, that is why we have managers. Managers need to look at the indicators and find out why something is wrong, what is wrong, and what to do about it. When selecting the indicators and things that you want to measure, it is important to plan to secure that kind of information. For instance, many of the projects that we visited indicated that they had school placement records and could tell us how many kids were placed on jobs and what kind of jobs. We made the mistake of asking, "Can we see those records? Can we look at the results?" Often we were led into an office where there could well be 25,000 student records in big file folders. We were told that "If you'll go through the files, avoiding those pages marked confidential, and look on page 31 you will find the placement information." The manager may well have the information on files, but it is not useful. The files do not give any indication of how the placements are made and during what period of time. Therefore, to use the files as useful information, it would be essential to ask for it from counselors and placement officers using formats that condenses it from the student records into manageable information.

In terms of affecting management, we know that two people hearing something from the manager will hear two different views. Even if they read it, there may be some slight differences in interpretations. If the manager expects things to be accomplished by staff people it is important that information be formal and that means in writing. If you have expectations, if you have agreements, tend towards the formal as opposed to the informal. Even though the projects may be small, put information in written form because that will give you a basis for communicating. If you have differences, you can overcome them by referring to the written communication.

In most projects that I visited, I found the project directors were not using fiscal records which are simple management tools. There are reasons for this (for example, they are difficult to get, the cost of computers is high, and often the fiscal sections are removed from project operations). I would like to suggest that from a project management point of view, fiscal records give an indication of where you are in terms of expenditures. This is a simple, fast method for securing management data and giving you an indication of where you are. If you are 50 percent into your operational year and you have only spent 25 percent of your funds, you have a good indication that something is wrong. It is also useful if project managers can identify expenses within an activity area. Most projects cannot do this. Most of the projects are lucky if they can identify expenses by line items that are required in the application sent to the Office of Education. It will help you as a manager in terms of making effectiveness kinds of decisions and evaluations of your own performance if you can relate expenditures to budget activity areas. It will also give you an insight to project management. If a manager has 50 percent of the students in one activity while devoting only ten percent of the resources, the manager needs to question whether they are going to get the outcome they want from the activity. It is a simple process but the results are useful.

Today it would be helpful if the managers of Part D projects would consider administrative cost as they look at activities. Do not put all your expenses into an activity area and leave your project manager not really dealing with an activity. Divide ten percent here, 15 percent there, of the administrative cost to the different activities. Do not be afraid to identify administrative kinds of activities.

One of the things that we found that will be very helpful to people here in terms of where they are now is management of budgets. Accountants talk in terms of six million, seven million, a hundred million dollars and you ask them about a $125,000 project and how to manage it. To a manager it is important. It may not be much, but it is important to the project. So it is important to the managers. What we found was communication between many of the fiscal offices and the projects were poor and many project directors do not know exactly at what level they expended funds last year compared to what they originally budgeted. I would not be surprised if some of you have money that you do not know that you have. On a computer someplace, some technician is thinking about erasing it and it is difficult to adjust. I would urge you to go home and find out how much you spent last year, and compare that with how much was in the budget. You might find that you have more money than you thought. You can still apply to fiscal offices for the use of this money.

Janet Latham

One of the things that we found successful was new projects working with State staffs. State staffs can help new projects to avoid some of the pitfalls, because we have been exposed, as you are being here, to a number of management tools. I am very fortunate in that our State is small and I know the people well. So we have had communication. I understand that lots of things are happening in States where projects are submitted and the State staff does not know about the project. They receive a copy with a request to respond in 30 or 60 days. It is a little late to help in that role, so if projects that are being created would work with their State staff, then perhaps State staffs can be of service to projects.

Dale Holden

An important fact is that, as a project becomes more sophisticated, it requires more time and effort spent in the area of data management. This type of management requires documentation. It is important for project management to develop clear performance indicators, and I think we need to look beyond what I perceive to be our present status, and to begin looking at indicators that relate primarily to student kinds of outcomes. We need to broaden our perspective and look at outcomes that relate to staff, administrators within the school district, community, and other forces that influence projects. Only then are we going to get a clear picture of our success, or in some cases, our failures.

Ellen Lyles

A very important point was made concerning specific formal written information. The president of our Coca-Cola bottling company in Atlanta related some time ago that educators in the past have verbalized but never had anything specific to say. You do not give us information on which to make decisions. The president of the bottling company was pleased with evaluation and was 100 percent for it.

Mal Young

I would like to start our discussion with project staff in the first round. The first thing that we have to talk about in terms of evaluation is, what is it? What is it for? We need to consider it as a management tool. The purpose of evaluation is to help someone to make decisions--decisions to either keep on doing what you are doing now, or if you should change something. Evaluation in this perspective can produce negative results. If you get negative findings in the evaluation, that simply may mean that you were wrong. To guess wrong is human and it is not bad. It should be understood in that kind of a context. If evaluation is done properly, it is like planning for the program next year. Part D evaluation really has two sets of people that it is trying to help. It is trying to help in providing information to the people at the local level, and it is also trying to help people at the federal level.

In our judgment, the first round projects got the most for their money. They approached it with a spirit that they are going to get the most for their time and their effort out of their evaluation. They viewed the evaluator as working for them and helping them to get answers to questions. Many times they identified what they wanted answered or what they thought needed answer because somebody else was going to ask for it. Equally important, the project director who had this attitude about evaluation conveyed to project staff and other school personnel - most especially, teachers and counselors - the importance of evaluation. We all know that teachers and counselors, and some principals, resist evaluation. The problem that many of you face is how to get them to assist willingly in evaluation. One of the ways that works is to involve people early in the process of evaluation. Involve them in deciding what information will be collected, how it will be used, and how it will be recorded. A very common problem arises with teachers when they are not involved. They do not understand what kind of information an evaluation is trying to get nor for what purpose it is to be used. It may be that the teachers do not understand totally or it may be that you are trying to secure information in what they believe is a nonproject area.

It is advantageous to involve teachers, counselors, and administrators early. This kind of involvement can be done in a well-planned, or a well-structured afternoon session early in the project. If you will involve a little time and effort at the beginning of the process, it will save you a lot of time and a lot of grief at a later time. Trying to involve teachers and other staff is getting at some of the points that were made earlier. You must have a clear idea of what you want to know. You must know what information you want from students. You must develop some benchmarks and indications of whether you are proceeding along the plans developed by the project. In effect, it is a lengthy evaluation and an ongoing data gathering effort which is part of management planning. You must get information on some kind of a regular basis which ties in, again, to the use of financial records. In this way we can handle - easily and quickly, and, from your point of view, at no cost - fiscal information on a program kind of basis for evaluation and management.

Pragmatically, the experience of the first round projects suggests planning the evaluation as you plan the project and do it each year. It is perfectly reasonable, and to be expected, if your objectives for the second year are different from the first year. Make it clear in writing, and you can plan the evaluation in terms of the second year's objectives.

Do not try two or three years later to evaluate in terms of something you have previously changed. Be relatively specific and very realistic in deciding what you will do, what you have information about, and what you are not doing. For example, if you are in the second year now, and your planning is to effect senior high students next year, and you are not doing anything with them this year, do not try to create an evaluation because somebody comes along and says "Give me your evaluation of your twelfth grade efforts." An honest, complete, and whole evaluation of what you are doing with twelfth graders is nothing. Do not try to do some fancy measurement on twelfth graders when you are not doing anything. The fact that you are doing nothing is not a statement to be ashamed of. It is a statement of fact, and it is consistent with your plans.

On the other hand, relate all that you are doing, form some basic objectives, and get the best information that you can on it. Keep in mind that good information, even though small, is a lot more useful than a lot of random information with little meaning. Be specific about what you want and the information can be both more efficient and more useful to you. In a very real sense, it is important to plan your evaluation in phases and to tie that information back into your planning process. Get information that is useful to you as you go along. Generally, you can get some indications from this information for decision-making even though your formal evaluation, with the ribbon around it, does not come until after most of the basic decisions have been made. Get some indication of program success and use that information in planning for the next year.

Robert Rochow

There are many philosophies on external evaluators and evaluation. I am glad to hear what has been said about evaluation as a support to projects. And external evaluators are support people too. You should not really get as concerned about whether or not the particular form of evaluation that you are using passes or fails, but whether it give you the information to ask the right questions so that you can begin to plan the next step. You may ask the wrong kinds of questions in the beginning but your external evaluator has to give you the kind of support to get you to the information needed. I know when I first started my project, I did not know what an evaluator was. I thought he was some mystery coming in with all his statistical knowledge and it overwhelmed me at first. I finally realized I was responsible and assumed the responsibility for the project. Hopefully, you do have responsibility for the projects for which you are directors. Any kind of evaluation is to support you. If you do not take that as a beginning basis, you can create problems for yourself from the beginning. Sometimes it gets to a point where you are not sure whether the external evaluators or you are running the projects. You have the only responsibility so I think you need to establish this in the beginning.

The other important point is that most people do not understand evaluation. If you do not set up some kind of an evaluation plan in the beginning that will work with your administrators, your teachers, and others involved with your project, they will have the tendency to look at it as the pass-fail kind of evaluation. You really have to do an educational program, insuring that the people that you are going to be involved with in evaluation are fully knowledgeable. You have to explain to them that the project is to do certain activities and that the results have to be measured. If you do not secure some kind of resolutions then the evaluation may look at it in the pass-fail way. Those kinds of things are very important to a project.

Dale Holden

One of the ways to increase involvement in the project is evaluation and we must keep in mind that evaluation can be a very powerful management tool. We have to keep it in perspective. By that I essentially mean that if you are seeking the assistance of teachers, administrators, or whatever, within your district to provide input to help you decide on your evaluation, you have to listen very carefully to what these people are saying. Project directors are really in a tough spot. On one hand you want to find out the kinds of data that really can come out of an evaluation. But, on the other hand, you also have to live with the fact that, if you are in a particular school and your evaluators are testing for an extensive period of time, this in itself can destroy a lot of the good affects that you are trying to build up. You know, the closer we move to structurally analyzing each and every component of career education and, hopefully, deciding what kind of effect that has on the overall program, the more involved we are going to be with lengthy periods of testing. We have to weigh all these things carefully before we make such decisions.

Mal Young

In the first round, of Part D, the States were involved over a continuum from being heavily involved to little involvement. In general, though, States did make a contribution just to accept a first round project. The States were also helpful in regard to the continuation of the projects, the training and technical assistance, basic planning, the dissemination of information, and in the general area of evaluation. More specifically with regard to continuation, States played two kinds of roles. One was informal, in that a State person would go to a district as a sort of credible outsider. The State person would talk to school board members, superintendents, other key decision-makers, and soften up, pave the way, and sort of facilitate continuation efforts. The State person could talk in

— a way that a local person with obvious interests could not do as easily. Secondly, a number of States were able to assist the local schools by using State funds to provide a transition from federal to local support.

The States were very valuable in the area of training and technical assistance, particularly in the area of providing needs assessment kinds of information, providing training material, linking groups together, and coordinating multidistrict training. They were also helpful in the area of management development. Some of the States have a lot of experience in preparing objectives, comparing plans, and developing the strategies for continuation. It may be useful to have State people and project people sit down together and make plans for getting the project continued.

With respect to dissemination, again, there was a passive and an active mode. The most useful approach is to visit projects regularly, to view materials, to stimulate other school districts to seek information from the projects, and to create a demand for the project. Overall, the States that seemed to be the most helpful had a basic overall strategy for Part D and for implementing the concepts associated with it. Because they had this kind of strategy they could adapt projects into the overall plans. With this overall strategy they were able to pinpoint the kinds of information they wanted to disseminate. These States were geared up for helping projects seek continuation. What, from some points of view, may be interesting is that helpfulness of States did not particularly seem to be related to the amount of money that the State had nor to be particularly related to the sort of structural position of the State person involved. It was associated with State people being committed to the idea and taking the time to give some systematic design to the effort, to visiting projects, and to listening as much as they offered help.

In summary, the conclusion from the first round is that States can be helpful. There is a real payoff to the States in taking the effort. You should try to develop more rapport between project staff and State staff, because there is mutual benefit on both sides.

Janet Latham

One of the things we found helpful is that our project personnel prepared a report for State staff. Sometimes a person is assigned to do something and, in the busy world in which we live, does not know what is taking place. The State staff does not really know what is going on from the State director up and down the organization. A number of you have newsletters and things of this nature for communication. These grew out of recommendations from the first project when they were doing great things, but no one knew anything about it. We can all help in the dissemination and I think that involvement of "everybody" is a key concept in this effort. We do need to communicate, not only with your project personnel, but with all staff within the school. We need to convince people that we need their input and that we need to share information with all concerned when it comes to continuation.

Peter Davis

Very quickly, to sum up, I think that the message that we have tried to communicate is that, from our observation of the first round of funding, it is important that you consciously and aggressively manage and plan your project. There is a premium on this, if for no other reason than that you have very limited time and very limited resources. We urge you to go back and talk to your fiscal people and make sure there is not a little money left over from last year that you do not know about. Judging from what we heard from many of you throughout the three days, you are short of money this year, and this might be of some help to you. Evaluation is to help you manage your project better and to help you succeed. And you should, if at all possible, view it in that light and use it in that way. Finally, given limited time and resources, you should make maximum use of everything that is available to you. Many States have relatively untapped resources. And again we urge you to use the resources in the most effective way possible.

PROGRAM PLANS AND PROSPECTS IN 1975 AND 1976

Part D of the Vocational Education
Amendments of 1968
Joyce Cook
Part D Program Coordinator
Demonstration Branch, Division of
Research and Demonstration
U.S. Office of Education

Education Amendments of 1974,
Title IV, Section 406
Sidney C. High, Jr., Director
Division of Career Education
Office of Career Education
U.S. Office of Education

PROGRAM PLANS AND PROSPECTS FOR FISCAL YEAR 1975-76

Joyce Cook

We told you on the program that Dr. Sidney High and I would talk briefly about plans and prospects for the two programs with which we are associated. We will discuss both the coordination of the Part D Program in Vocational Education and the newly created career education program. Before we begin, I would like to make several announcements.

When you came to the conference a few days ago, you received a questionnaire prepared by Development Associates which was designed to provide them input into their revision of the Handbook for the Evaluation of Career Education Programs. The results of that survey for which you received the questionnnaire will be influential both in the revision of the handbook and in USOE policy regarding evaluation. Your response to the questionnaire is disappointingly low and we do not have adequate information from you that permits us to know your feelings concerning the items of the questionnaire. I urge you to complete it before you leave the conference and turn it in. If you lack the time, then we would very much appreciate your completing it and mailing it to us. I understand it was a lengthy thing and perhaps some of you felt you just did not have the time during the conference to complete it. It is an important input into our revision of the handbook, however.

Along with recognizing Dr. Billy Pope, who has worked so hard for us in this conference, there are some people on his staff and others behind the scene whom I would like to take an opportunity to acknowledge. Working very closely with him and with Bill Cummens of the U.S.O.E. Regional Office in Dallas, has been Dr. Pope's staff - Almarie Smith, Karen Cargile, and Bill Lovelace. If they are in the audience would they stand please. Also, there have been several EPDA fellows who worked hard for us in the last two days - Dean Perkins, J. E. Cogswell, Don Saunier, Angie Grace, and Kay Kienast. Although they have been very much behind the scenes, believe me they have been a great help to all of us in the Conference.

As you know, within the Part D Program we have focused, since we began the programs in 1970, primarily on a K through 12 operation, although in some instances we were able to work at the 13th and 14th grade levels also. Throughout the years, we have had concerns that we were not getting the impact we had hoped for at the secondary level. In our initial conceptualization of the career education programs, we talked about career clusters as an organizational structure for the delivery of career education at the secondary level. I believe I can say, with some degree of knowledge, that the career clusters have been used broadly in your own projects as a method for organizing instruction at the elementary and junior high levels and particularly in insuring the comprehensiveness of your programs. You have used them to be sure that youngsters were given a broad view of what the world of work is like.

Back in 1971 the U.S. Office of Education began to develop cluster curriculums for the secondary level. Not much has been released in the way of public information about the clusters because they were very much in the developmental process. About four of those clusters are now ready to be moved. They have been developed, they have been field-tested, and they are ready to move into demonstration programs. In addition, you are all aware that the Oregon State Department of Education has been operating in a cluster mode for the delivery of vocational education since the mid 60's. More recently, the Skyline Career Development Center here in Dallas has organized their program into clusters.

In fiscal year 1975, we had funds under Part D for the initiation of new projects in only seven States and two territories. We have taken this opportunity to attempt to work differently at the secondary level than we have in your projects in the past. We have asked that new demonstration projects in fiscal year 1975 demonstrate a minimum of five cluster areas at the secondary level. We have asked for a single site, although we do not mean a single site in that we want a single school. We mean that we want youngsters who participate in the project at the secondary level to have access to at least five clusters. This means that they could be in five different schools with transportation and open enrollment provided or whatever other arrangements can be made to give them access to all five clusters. The thing that is most important to us about these guidelines is that youngster's options at the secondary level be expanded.

The clusters have been designed, as in our initial conceptualization, to be as appropriate for the participation of academic youngsters as for vocational youngsters. It was in this way that we had hoped to reduce the dichotomy between academic and vocational education at the Senior High level and actually to begin academic youngsters on their career preparation. Although we have clusters ready in several areas, one of the most exciting of these is the public service area, which will begin youngsters to prepare in areas like education, the social services, and the judicial system.

We have also asked that projects in 1975, in the interest of delivering more specific skill training for those youngsters desiring to leave school and seek a job, support the cluster experience with cooperative education and work experience programs. Through these programs youngsters desiring to leave school and go to work can get the specific skills they need, or the more specific skills than they would through the cluster programs. We have not, in the guidelines, specified that people would use the 15 suggested USOE clusters, although four or five of those are now available for their consideration. We will give equal consideration to whatever cluster system the district has selected as being most appropriate for it.

We have asked the school districts accepting funds for the first time in 1975 to do more than they have done in the past in the way of articulation. We have a concern that elementary and junior high programs in those districts give youngsters adequate opportunities to be aware of and to explore their options before they actually become involved in cluster preparation programs. We have asked that, within the articulation component, resources be used and that project staffs give attention to easing the transition with which youngsters go from one step in the career education program to another. We want to know that they will be provided information about training options at the post-secondary level and that they will not be required to repeat their learning experiences as they move through the system. Our desire is to facilitate the movement of that youngster whether the movement is from one cluster to another for exploration or from one training option to the other as job skills are developed.

Again, we have asked for a continued emphasis on guidance, counseling, and placement programs, also at the Senior High level. We have permitted, and it is a permissive aspect -- because what we are asking for costs quite a bit of money -- that districts that wish to may continue to work with academic teachers in terms of infusion of career information into the curriculum and districts who wish to may relate academic learning to the cluster being pursued by the youngster.

It will be obvious to you that, although we, in terms of the Part D guidelines in 1975, pulled away from our focus on the elementary and junior high career education program, we still are very much attempting to assist in the career education movement.

I can speak to you, much less specifically at this time, about the plans for 1976 although we are able to speak with a degree of certainty about the priority area. In 1976 we will be taking proposals which are initiating new projects in approximately 42 States. This will be a big year for the Part D program. Most of your projects began in 1973 and you will be phasing out with the funding in 1975. Therefore we are able to start what might be termed now "a third round of three-year projects." The States that we funded in 1975 are off-cycle in those terms.

In 1976 we expect to focus the part D program on experience-based career education programs. The National Institute of Education, though its experience-based career education model, has turned out highly promising products that have been field-tested, validated, and are now ready to move into demonstration programs.

Once again Part D will be in the forefront because these will be the first products the National Institute of Education has had ready. They are a very new agency and Part D will be the first OE program to attempt to assist them to move a program from their agency to the U.S. Office of Education and out to the people in the field. This was the initially conceived design for the National Institute of Education-that they would, in fact, operate in this manner. They have taken a while getting off the ground and have had some difficulties with funding. We believe that if we are able to cooperate with them in this way that it will be mutually supportive. We believe that we can demonstrate how a research and development organization, or a separate agency such as NIE, can work to produce materials and programs that the U.S. Office of Education can then move into broad usage across the country.

I am convinced also that there are materials and products from NIE that will help us improve our own programs in cooperative education and work experience that are in a vocational structure. If I am so permitted, I plan to write guidelines so that the experience-based career education model may be used in the programs we initiate in 1976 for the purposes of either exploration or preparation.

I believe this concludes what I have to offer you in the way of an insight into the direction we expect to be taking in Part D. I want Dr. High to talk with you about the career education program and then close out the conference for us. This relates to a previously established precedent. Dr. High has been involved in putting together, running, and closing out all of the Part D conferences we have had for the past five years. Although he has now left the Part D program to work with the new career education legislation, we wish to honor that precedent.

Sidney C. High, Jr.

Thank you, Joyce. It is with a good bit of nostalgia that I take this opportunity to close this meeting. As Joyce mentioned, this is the fifth meeting of the Part D project people.

There is often a lot of criticism that educational directions get started and pursued for one or two fiscal years and then dropped before anything happens. I think one strength of the Part D movement has been its continuity over a period of time. The program has moved in a consistent direction over a considerable number of years and for an unusual number of years for a federal education program.

The essence of the Part D program was recommended by the National Advisory Council in 1967, and the Congress wrote their recommendations into Part D of the Vocational Education Act of 1968, authorizing the program. The first money was appropriated in fiscal year 1970 to implement the program. Dr. Grant Venn, who was our Associate Commissioner back in those days, is to be credited with most of the leadership in working the Part D concept through the advisory council, into an act of Congress, and finally for bringing the program into actual being.

The Act was passed in 1968 calling for the Part D program. Dr. Venn decided that the first step should be to have a meeting, bringing together State and local people, to talk about the directions we ought to take to implement the new mandate of Congress. We convened such a meeting in Atlanta, Georgia in March of 1969. It was hosted by the Georgia State Department of Education. If I remember correctly, Dr. Robert Adkison was one of the participants in that conference in 1969 and he is still with us today. This is one illustration of the continuity of the program.

At the Atlanta meeting we discussed with State and local people what Congress had told us to do and we got the benefit of their thinking in terms of what steps would be necessary to implement the program. Out of the results of that conference we published a booklet called Guidelines to Implementing Exemplary Programs and Projects which I am sure many of you have seen. Also out of that Conference resulted the policy paper under which we launched the Part D program. We received applications, chose the best ones through a panel process, funded them, and got them started. Those people received their grants in May and June of 1970.

In July, 1970, we got all of the initial project directors together. We had a meeting in California to discuss the details of launching the Part D projects for the first time.

As the projects got under way and began to produce materials and develop techniques, we had all of the project directors assemble again in Columbus, Ohio in 1971. Quite a few of you in this room right now were there in Columbus, Ohio where we had a chance to share our techniques and ideas and materials.

As the first three-year round of Part D projects drew to a close, we had another meeting at Airlie House outside of Washington. By that time Dr. Marland had come on the scene and was pushing the broad concept of career education. He was then Assistant Secretary of Education. Dr. Marland himself came out and participated with us in the Airlie House conference. Again, a number of you were with us at that conference. The first three-year round actually ended and we undertook the second three-year round of the Part D projects in which all of you are participants.

During the first year of the second round of projects we felt it was premature to have a meeting. Projects were still developing and ironing out problems. They were producing first-draft materials and we just felt the national meeting would have been a little early that first year. Instead we had a series of regional meetings. I think practically every one of the ten regions had a regional meeting with Part D project directors during that first year. Joyce and I were able to attend many of those meetings to meet with second round Part D people.

During the second year of that second round, both the project people and the regional offices kept urging us to call another national meeting. They said, "It is the second year. We are far enough down the road that we think it would be fruitful and productive for everybody to get together on a national basis." Joyce agreed to undertake the responsibility for this Conference. Joyce, I think, did an excellent job in pulling together a planning committee that represented regional offices, State offices, and local project directors to define the topics to be covered on the agenda and the format of the conference. Also with the help of Bill Cummens and Billy Pope and other people here in Dallas, Joyce was able to set the conference up and bring it into being. I certainly have been very pleased with how the conference ran and I am so delighted to see the tradition of Part D going on in this manner.

We have had a continuous history, now since 1968, of moving in a specified direction. I think that the continuous effort in a given direction is responsible for a great deal of the progress that we have made. As I have looked around the room during our meetings this week I have seen Bob Adkison from the 1969 conference, but I have seen other people from that whole first three-year cycle of Part D. I have tried to jot their names down this morning. Virginia Bert was there, Clayton Carlson, Jim Crook, Pat Doherty, Clarence Dittenhafer, Bessie Etheridge, Dale Holden, John Jenkins, Grady Knight, Harold McMinn, Lee Olsen, George Pilant, Wilbur Rawson, and Robert Rochow. I am sure that there are others I have missed. All these people that participated in the first three-year round of projects have now moved over and are participating with us in the second three-year round.

I think this illustrates something. It illustrates the overlap and the continuity that has been possible. We were able, by that kind of overlap from the first round into the second round, to start the second round of the Part D project at a considerably higher level. We were able to stand on the shoulders of the first round and go on from there. This has enabled us to make considerable progress.

Now, what I am hoping for in my new role as director of the Division of the Career Education Programs, is that as the career education program gets under way we can stand on the shoulders of the second round of Part D and go on in an even more accelerated fashion.

Looking ahead, as Joyce has done, in fiscal year 1975-76, I think that note should be taken of the fact that during the next school year at least, the career education load is going to have to be carried by you Part D project directors. You are operating under Part D guidelines that look awfully like career education to me. You have operating programs in the country. We are going to have to depend on you this next school year, as Dr. Hoyt said last night, to be the exemplary operational programs of career education.

We will be, hopefully, taking in new career education applications this spring and awarding grants.

The grantees will have their money in hand in the summer of the next school year, 1975-76. You know what they will be going through during that first year of project activity and that there is not much to show. There is a lot of planning, a lot of developmental work, and many things come out in preliminary form, but there is not much to be shown. So we are going to have to depend on Part D to keep carrying the career education banner during the 1975-76 school year. In the meantime, I can assure you that during that year we will be working with the newly initiated career education projects and trying to bring them up to speed. So as this second part of Part D finishes up in June 1976 we hope to have the new round of career education projects up to speed. Then they can go ahead and begin to carry the load of exemplifying career education. But, it is important to note that you are going to be filling the gap during this next school year in terms of showing people what career education looks like in a real, live school district.

I said a little on the first day about the new career education legislation and from that sort of projected into some of our plans.

During this fiscal year, 1974-75, we hope to get the survey and assessment going. We hope to get a contract out this spring for the national survey and assessment that Congress wants. We will begin collecting information from all kinds of districts and State offices in terms of all sorts of career education implementation--not only under Part D, but any kind of career education activities, regardless of funding source. That will be a big undertaking this Spring--to get that survey and assessment under way and paid for out of this year's money so that by next November we can report to Congress.

Another thing that will happen this fiscal year will be the establishment of the National Advisory Council on Career Education. We had hoped that would be announced by the Secretary's office in time for us to announce it to you here but it has not happened yet. We expect that to happen any day. A panel of distinguished people will be appointed by the Secretary of HEW to constitute the National Advisory Council for Career

Education. They will advise our office and the Secretary, as well as the Congress on the further development of the national career education program. That is one of the things we expect to accomplish this fiscal year.

We intend to put most of our financial resources this year into exemplary projects of various types to try to create some additional exemplary models of career education that the Congress has called for. The bulk of the resources will go into some general career education projects that will deal with what we are beginning to call IQI, Incremental Quality Improvement. We have lot of career education kinds of things already in action, but we must build the quality up to the point that we can get the kind of output that will show the Congress, the State legislators, and local boards that these things really do work effectively with youngters. So there will be, I hope, quite a number of grants for the incremental quality improvement of the career education programs that are already underway.

Beyond that, we will be focusing some grants for a series of special projects. Like Joyce and Dr. Pierce and the people who handle the Part D program, we too are concerned about the slowness with which career education is developing in the senior high school. Part D will be focused, as Joyce said, on the senior high school in seven States this year. We hope, also, to use some of the career education money for a limited number of special projects to exemplify career education at the senior high level. We also hope to have a few special projects to illustrate how career education can work with handicapped youngsters, how it can work with minority youngsters, and other special populations like these. These new projects should really begin to bear fruit in their second year which would be the school year 1976-77.

Looking ahead into fiscal year 1976, first of all we hope to continue the exemplary projects. For us that will continue in keeping with our legislation, as the major portion of our efforts. So we will be continuing some exemplary projects, perhaps initiating some additional kinds of special projects, and we will take on a new responsibility--that of State plans development.

The law provides that our efforts in State plans development will begin in the second year of the program which will be fiscal year 1976. So we will go through the usual procedure of announcing this in the Federal Register. Those States that would like to receive a grant to help them develop a statewide plan for career education can apply for and hopefully receive such grants, not for operational purposes but for very careful and systematic development for State plans for career education. The law does not say that every State has to do that kind of thing--it is not mandatory--but it implies that those States that are interested can submit an application for such a grant. We, at this point, have no idea how many of the fifty States will be interested in making that kind of an application but the opportunity will come along in the second year of the program, fiscal year 1976.

Another thing that I should mention is the need that was identified by one of our working groups for a central point at which career education information and materials could be received and disseminated. We are concerned with that too. We are concerned with the whole problem of communication among the hundreds of people who are working in career education. We hope that, to some extent, we can get a communication effort started this year. We drafted up a rather elaborate plan to contract that function out and have a very large communication effort started this year. But legal interpretations have been rendered to the effect that we cannot award any contracts this year. Such contracts would be allowable under the law in the second year, so we may have to postpone the communications activity or that portion of it into the next fiscal year. The idea would be just as one of the working groups recommended here, to have some central point at which we could receive all sorts of career education materials as they are developed, categorize them, classify them, and have ways to get them out. We are hoping if we can swing it, not only to develop the capability to mail sample materials out to people, but to actually go in and provide inservice along with it. If someone were interested in introducing an exploratory program in the junior high school, then hopefully, from this communication center, a couple of people could go out bring them a lot of material and put on an inservice education program. I know that is an ambitious plan, but we have gone into the details enough to believe that we might be able to get that kind of thing going in the second year. The Congress, in the legislation, told us to do something about stimulating or continuing the national dialogue on career education. This would hopefully be a part of the whole communications effort.

We hope to continue to hold meetings of various sorts. We were very pleased last year with the results of our mini-conferences. We were able to bring people in from 275 local districts around the country, and sit down in a mini-conference format with 12 or 15 people at a time. We spent a couple of days in very detailed discussions during which time we learned from them and they learned from each other This seemed to be a very good way to bring about a dialogue. We also want to continue meeting with the State Coordinators of Career Education at frequent intervals and perhaps to have some very large national conferences involving literally hundreds of people--not only practitioners of career education but decision-making people from the State legislatures, the Governor's offices, and so forth.

There will be this whole effort to continue the national dialogue on career education, then, and to enhance communication, both by face-to-face meetings and by some way of disseminating information in written and published form, materials, information about techniques, and so forth. We made just a small start, during our mini-conferences. We took our policy paper on career education which outlines essential implementation tasks to get career education going and we asked the people who came into the mini-conferences to look at those implementation tasks. Where they identified a task that they have been successful in doing in their district, they wrote us a half-page "how to" statement. We put all of their suggestions together into a booklet called Career Education, How to Do it, Creative Approaches by Local Practitioners. If you have not seen it and will write to me, I'll be glad to mail you a copy.

This simply takes all of the implementation tasks, and lists the ways that people have accomplished it. I just threw open a page here, and someone in Decatur, Georgia, has a technique for carrying out a certain task. Someone in Camden, New Jersey; Omaha, Nebraska; and Highland Springs, Virginia also has a technique. So here are four ways to carry out a certain implementation task. These are ways that are practical and have worked for somebody. This booklet is one of our first attempts to pull a lot of information together, and get it in some sort of form that we can get back out to people.

None of the materials that we send out are copyrighted. We are often sorry we cannot print them in the vast quantities that are really needed, but we are certainly pleased when someone wants to reproduce them in any form and give them wider dissemination.

Another thing that we have accomplished in communications is the policy paper itself. We sent that to the Government Printing Office and it is going to have an initial printing of 25,000 copies. We will get some sample copies out through various other media that this is now available. It represents our official statement of the U.S.O.E. policy on career education as defined by Commissioner Bell.

We will be working in 1975 and 1976 to stimulate continuing communication among people working in career education and will basically continue in that mode up to June 30, 1978, when the current legislation expires.

In the meantime, the National Advisory Council is supposed to recommend to Congress, the further legislation that will be needed for the next steps in the development of career education. Hopefully, by 1978, there will be additional legislation enacted that will let us broaden the scope of the whole career education operation. In general, that summarizes our plans and prospects for the next few years in career education.

Work Group A made a statement about the nature of the Part D guidelines and their relationship to the OE policy paper on career education. Because the career education policy paper represents a somewhat greater program, I thought I would say something about that. Part D is a piece of legislation that has been enacted by Congress. Part D of the Vocational Act exists with certain specified purposes. The Part D money must be used for those purposes. So what is binding on Part D operations is the Part D portion of the Vocational Education Act. Those are the purposes that must be addressed; and those are the federal regulations that govern the kinds of Part D projects that you are operating. That is where the contractual and legal responsibilities lie in Part D--to carry our Part D of the Vocational Education Act as spelled out in the law. That mandate is different from the career education policy papers that may be issued.

The new legislation that deals with career education will provide some money and as that money goes out for grants and contracts, those things will be done in the framework of the new career education policy paper. As all of us in this room know, there is a tremendous overlap between the policy paper on career education and the legislative mandate under Part D. But legally and contractually the reference points for the Part D projects is the Part D legislation, not the OE policy paper on career education. We need to differentiate between those two things.

In fact, that moves us on into a broader area, where we need to differentiate across the board between the Part D operation which has its own structure. Dr. Bill Pierce is in charge of Part D of the Vocational Education Act. Each of the Regional Offices has a Part D officer who manages the Part D projects in that Region. Each State has a Part D person responsible for Part D administration at the State level, and then there are various local districts with their Part D grants. Now that is the structure from Bill Pierce down to the local districts. Part D operates through that structure. Dr. Hoyt and I are not in that line at all. So if there are any questions, and when any differences exist between what Part D is doing and what the office of career education is doing, the Part D structure is responsible for the Part D projects.

There has been some talk about this meeting and some people have wondered why the State Coordinator of career education from a certain State is not here. This was because this was not a career education meeting. If you look at the program, the cover does not say career education. It says The Coordinating Conference for Part D and Part C Programs and Projects. From each State, then, the person who manages Part D kinds of operations was invited to attend the meeting. In some States that is the career education coordinator and in other States the State career education coordinator is a different person. The purpose here was not to assemble the whole career education community, but to assemble those people who are specifically implementing Part D of the Vocational Education Act.

That sort of thing is liable to continue to be an ongoing problem unless we clearly differentiate Part D as a legislative program from career education. We are very anxious, that as we move career education out of vocational education into this new position in the Office of Education, that we do not move away from vocational education because just about all we have to go on in career education right now came out of Part C and Part D of the Vocational Education Act. We are not tooled-up yet to carry the load, and as I said, during the next school year it is going to be up to you to carry the load. Although we have moved out of the vocational arena, we certainly do not want to move away from the activities of the vocational program. We owe the present status of career education to the vocational program. It has been a tremendous pleasure to be here at this fifth national meeting of Part D people. I certainly hope that as you and Joyce set up the sixth meeting, you will find it possible to invite me to that one too.

REPORTS FROM SPECIAL INTEREST GROUPS

Group I: Local Project Personnel
Chairperson: Jane Robertson
Local Project Director
Allegheny Intermediate Unit
Pittsburgh, Pennsylvania

Group II: Third-Party Evaluators
Chairperson: Orville Nelson
Third Party Evaluator
Memomonie, Wisconsin

Group III: State Administrators of Part D Programs
Chairperson: Ray Barber
Texas Education Agency
Austin, Texas

Group IV: Teacher Educators
Chairperson: William Weisgerber
Michigan Department of Education
Lansing, Michigan

SPECIAL INTEREST GROUP I
LOCAL PROJECT PERSONNEL

Chairperson:	Resource Person:
Jane Robertson	Matthew Cardcza

Group I, Local Project Personnel, chose to share their ideas and concerns relating to techniques and methods for the most effective involvement of the administrative structure, for the use of community resources, for the structure and roles of Advisory Committees, and for the facilitation of counselor role change, infusion, and dissemination.

They separated the administrative structure into its components; i.e., the school board, local administrators, staff, the communications system, curriculum, evaluation. They indicated that school board commitment to career education is essential to the development of effective and ongoing career education in local school districts. Its strong support is needed early in the planning and development process. In order to get this support, one should learn the make-up of the Board of Education and know exactly what information the board has received.

Local administrators should have input and involvement in any decisions made concerning career education in their schools. The person promoting the career education concept should tie himself/herself to a local administrator who knows where to go for results, and has some influence. That person must be involved. As for staff, the group suggested that infusion takes place more readily when the career education staff is inconspicuous. The more integrated the career education staff is with the regular school personnel, the more people who support career education. They felt that when the process involves cause and effect, real infusion of career education into the curriculum takes place.

They suggested, too, that a communications system be developed and carefully maintained. It should involve board members and/or an advisory council, board member associations, administrators, and community representatives. Impact is gained through having administrators speak to Lions Clubs, Rotary Clubs, etc., and through having parents, business people, teachers, etc., speak for career education.

The successful infusion of career education into the curriculum depends very much on the impressions gained by teachers in the first inservice training sessions on career education. The local project personnel felt very strongly that administrative support for career education should be stressed verbally to the teachers, and preferably by the superintendent. It should not be too strongly stressed as vocational education. The group also suggested that there should be follow-up contacts with teachers made by the superintendent emphasizing the administration's continuing support for career education.

In the area of evaluation, they stressed that the person chosen to write the objectives should be one who is knowledgeable about how to write objectives and who understands career education concepts. In order for career education to succeed school philosophies will have to change or at least be adapted to career education. The group felt that project management should ease the evaluation, but indicated that evaluation is made difficult because acceptable instrucments are not readily available to measure affective or psycho-motor skills.

In terms of using community resources, one effective method is to form an advisory council. Such a council should be given an opportunity for input and its advice should be used whenever feasible. Exploration sites can be identified through the council. Other kinds of information about community resources can also be obtained through the council. And it can be an additional source of tangible support; i.e., services, donations, exhibits, work carrels, etc. Parents are, of course, another community resource that can be of assistance. They can be reached through public relations releases, polls and surveys, and the involvement of Chambers of Commerce, civic clubs such as Rotary, Lions, Kiwanis, etc. Other contacts can be established through the development of a Resource Guide with the help of business and industry, the Chamber of Commerce, Junior League of Women, civic clubs, etc.; through holding meetings such as this conference in Dallas and inviting personnel from other projects; and through setting up committees involving each of the institutions to work on and attempt to solve problems.

The Advisory Committee must be a highly representative group and have members who will have influence with other community people. It should have representation, for example, from the community, students, and teachers--all of whom can be effective for public relations purposes. Consideration should also be given to sex, ethnic, socio-economic, and geographical factors. The purposes of the Advisory Committee should be clearly established. Every meeting should have a purpose and committee staff should be responsible for organizing its meeting agenda. Committees could be organized for specific tasks and be dissolved upon completion of that task. Every committee should have a real function and not be a committee in name only.

This group felt that the role of the counselor should see greater stress on group work instead of one-to-one counseling and the use of a student development plan with the counselor defining the program. This will involve the counselors' meeting with parents. The role of the counselor should be moved from an administrative role to a career development role. This can be accomplished by the following:

1. Teacher training institutions, with local project people helping to design counselor training programs that support a change in the attitudes of counselors;
2. Inservice workshops for graduate credit;
3. Influencing the power structure - counselors themselves, directors of guidance, administration, school boards.

To establish the counselors' place in the placement process, the group suggested that the Placement Office to made a part of the Guidance Department.

In dealing with secondary infusion, the local school personnel identified several problems and then discussed possible solutions. The first problem was to provide a meaningful structure of the World of Work for student use of career information. Among the solutions suggested were the use of such categorizations as People, Data, Things; the employment of the OVIS (Ohio Vocational Interest Survey) and of the Career Development Assessment component of the ASVAB (Armed Services Vocational Aptitude Battery); and the arrangement of career information according to Holland's six systems of personality classification (this would let the student discover for himself).

A second problem was to identify ways to offer exploratory experiences for the junior high level. Among the solutions offered were:

1. Set up a work samples laboratory and route all 8th graders through - for a two-day visit.
2. Take the interdisciplinary team approach. It is difficult to initiate but self-propelling. This is a Team Wheel which involves clusters of students.
3. Use a Central District Team, which rotates from school to school in the district (four teachers on a wheel).
4. Organize visitations into the community.
5. Establish a wheel within the school with the students moving.
6. Integrate the experiences into required courses.

The problem of teacher attitude change was discussed with the suggestion that project personnel approach it carefully and slowly. One suggested solution involved a needs assessment. Teachers might submit instructional units for the identification of "Career Education" relationships already existent in them, reorganize them, and let these teachers share with others. Teachers cannot decide whether they want to do career education until they know what it is. A second suggestion was to design a course at a university for credit. Several places were identified which instituted activities or developed materials which could be useful in other locations. For instance, the State of Florida disseminated a State Position Paper on Career Education. In Florida, also, a programmed text was designed and used by staff for orientation to the concept of career education. In Montgomery County, Maryland, procedures for group orientation were designed and a handbook is available. And in Washington, teachers were involved in seven steps as part of staff development and used a workbook which might be useful.

In their discussion of secondary infusion the group pointed out that materials must be purchased as teachers' curriculum changes necessitate "support materials." They felt that teachers should recommend the purchases and that enthusiastic teachers should be used to provide inservice training for other teachers.

The final point made concerning infusion was a brief defense of the work sample approach. The group indicated that the work sample approach is one aspect of the junior high program, but not the only aspect. Other aspects include infusion activities, inservice training, counselor workshops, etc. Also, within a larger school system, they contended that a real exploratory program should allow students to explore a variety of skill areas and levels of complexity. One or two visits in the community is not an exploratory program. To provide each student with three experiences would involve 18,000 placements in a district having 6,000 junior high school students--with no control over the quality of the exploratory experience. And, finally, they stressed that their use of the work sample approach as a "solution" was submitted as an alternative to providing exploratory experiences, not as a total junior high school program.

Group dissemination was another subject touched on by the local school personnel. They felt that a problem exists when local projects are asked to supply large numbers of materials outside the local area. Local monies are not adequate. They suggested the possibility of seeking help from the State Department of Education or the U.S. Office of Education. They asked what their project dissemination obligations are--with the suggestion that perhaps a finite number of copies could be made available on a routine basis, with the Regional Offices of USOE going further if possible. They felt that their developmental status should be clarified or defined because requests come in during the start-up period when no materials are ready. Two suggestions for dissemination activities were to take the newsletter approach and to use the OE Regional Offices and State Departments of Education to distribute items and to cover the cost of duplication and postage. But this latter approach would complicate bookkeeping. Another problem identified was in the utilization of material from other projects. They suggested that teacher-editors should select exceptional ideas for adoption.

Finally, the group suggested that information is needed on the copyright provisions. They were concerned that materials in the developmental stage could be easily picked up by commercial producers and placed on the market before they are ready for general use.

SPECIAL INTEREST GROUP II
THIRD-PARTY EVALUATORS

Chairperson:
Dr. Orville Nelson

Resource Person:
Elmer L. Schick

Approximately twenty-four persons attended the session. Third-party evaluators, project directors, and EPDA Fellows were in attendance. The discussion focused on four major topics--third-party evaluation guidelines, the quality of third-party evaluations, and the role of the third-party evaluator.

The group identified several problems with respect to the evaluation guidelines. First, the guidelines came late and were difficult to implement in the current year's evaluation. U.S.O.E. staff members in attendance noted that the guidelines were not official yet, but third-party evaluators were encouraged to use them. In addition, instrumentation continues to be a problem. Many existing instruments are not valid for the objectives of the projects being evaluated. This is also true for those listed in the guidelines. Several of the recommended tests require too much time to administer. And, the volume of data collection suggested is not possible.

Another problem is that the objectives in many projects do not focus on student outcomes; however, the guidelines do not recognize this. Nor do the guidelines provide flexibility to allow for changes in project activities and guidelines. (It was noted that changes in project objectives and activities are commonplace as project directors acquire more insight into the needs of their projects.) It may not be possible to make Federal and local research and evaluation needs congruent.

Several benefits of the evaluation guidelines were also noted. For instance, project directors have become more concerned with their project objectives. More effort has been given to developing activities which are directly related to the objectives. In addition, more product evaluation involving students is being carried out. The systematic approach suggested in the guidelines is helpful. And the test reviews in the guidelines are helpful.

The group identified a number of problems having significant impact on the quality of third-party evaluations. In general there is a lack of money for carrying out third-party evaluations. And often the third-party evaluator is selling a service that the project director does not want. Usually the third-party evaluator enters the project scene too late to do a complete job of evaluating. Frequently teachers are anxious about evaluators. In addition, it is difficult to develop an evaluation that will be flexible enough to accommodate changes in project objectives which come about as the project matures. Student outcomes are not readily defined in many projects. And, in general, there is a lack of instruments for use in evaluations. They indicated that there is a need to assess whether the student outcomes achieved are really of value to the student. There is also a need to develop evaluation designs that do not require significant changes in educational programming but provide the contrasts needed to isolate impacts. Finally, evaluators need techniques to link process data with product data.

Several questions were raised in regard to the role of third-party evaluators. They were as follows:

1. To what degree should the third-party evaluator be involved in project planning?
2. Should the third-party evaluator suggest developmental activities?
3. To what extent should third-party evaluators provide data for the project director's decisionmaking and assist in its interpretation?
4. Should the third-party evaluators participate in the Federal project review meetings held with the project staff?

A number of suggestions and recommendations were made, with no attempt made to determine consensus. They simply reflect ideas brought out in the discussion. Among the points made is the need for more third-party evaluator interaction with USOE staff before guidelines are established. Third-party evaluators should also be brought into a project early enough so that they can initiate planning, select (design) instruments, and develop a data-gathering system prior to the initiation of the project activities they are to evaluate. Comments and suggestions on the guidelines should be sent to the U.S. Office of Education.

In addition, there is a need to recognize the developmental nature of most projects and the stress this places on flexible evaluation techniques and systems. And since third-party evaluation is not a well-defined science, there is a need for a mechanism to share ideas and techniques among evaluators. Finally, some participants suggested that if the U.S. Office of Education desires investigation of well-defined objectives and carefully managed projects, it should consider designing the projects, submitting them for bids, and then hiring a third-party evaluator to evaluate the successful bidders. The products of these projects would be made available to the States for their use and modifications.

SPECIAL INTEREST GROUP III
STATE ADMINISTRATORS OF PART D PROGRAMS

Chairperson:
Ray Barber

Resource Person:
Les Thompson

Special Interest Group III, State Administrators of Part D Programs, met on Wednesday, January 29, 1975 in Dunfey's Royal Coach Motor Inn, Dallas, Texas. Present were persons responsible for State administration and other individuals interested in Part D Programs. The session was opened by Chairman Ray Barber, Director, DORD, Texas Education Agency, Austin, Texas. The Chairman introduced Mr. Les Thompson, Senior Program Officer, U.S. Office of Education, Region VII, and Resource Person for the session; Ms. Joyce Cook, Part D Program Coordinator, Demonstration Branch, U.S. Office of Education; and State Part D representatives. Each State administrator was asked to then identify his area of responsibility to Part D projects and estimate the amount of time devoted to Part D activities.

The Chairman stated the objectives of the meeting as follows:

1. To review the summation of responses to the survey of techniques and methods used in career education (See attachment.)
2. To establish a dialogue between State Part D personnel and U.S. Office of Education staff.

The State personnel were asked to identify their concerns to U.S. Office of Education staff members both verbally and in written form.

Ms. Cook reviewed priorities for Part D projects for FY 1975 as they appear on pages 8-9 of Volume 40, Number 1 of the Congressional Federal Register issued on Thursday, January 2, 1975. They are as follows:

Priority of Awards. In the granting of awards from funds available for the program, the Commissioner has authority to give priority to applications which rank high on the basis of such criteria and which propose projects that involve, in one operational setting at the senior high school level, all of the following features:

1. A strong emphasis on guidance, counseling, placement, and continuing follow-up services.
2. A coordinated demonstration of the cluster concept for occupational preparation, utilizing at least five different occupational cluster programs which have been developed through previous local, State and/or federal research and

development efforts. (The selected cluster programs should range from those dealing with public service and human service occupations through those dealing with manufacturing and construction occupations. The selected cluster programs should be implemented and demonstrated in such a way as to include a high level of involvement of educational, business, industrial, labor, and professional organizations and institutions both in the classroom and in the provision of work experience and/or cooperative education opportunities.)

3. Articulation with occupational awareness and exploration programs in feeder schools at the elementary and junior high school levels and with occupational preparation program at both the secondary and the post-secondary levels.

In addition to the three program requirements stated above, applicants may choose to include strategies designed to familiarize secondary school students with the broad range of occupations for which special skills are required and the requisites for careers in such occupations.

Questions were received from the floor and after considerable discussion, the following concerns were identified and/or recommendations made.

(a) Most State Directors of Part D Projects do not consider the present evaluation guidelines appropriate for Part D projects as presently administered. They are, however, instruments more appropriately designed for evaluation of research projects. The guidelines are product-oriented rather than process-oriented. Process-oriented guidelines would be more beneficial in evaluating exemplary projects.

It is recognized that the U.S. Office of Education needs data for program planning and accountability, but this type of data could be obtained through instruments designed to utilize the most current evaluation techniques.

(b) The present guidelines without revisions should be used for evaluating exemplary projects for the next fiscal year (July 1, 1975 through June 30, 1976) unless revisions can be incorporated into the present evaluation document and the documents disseminated to State and local project directors prior to June 30, 1975.

(c) The consensus of the State Part D personnel was to recommend the planning of periodic regional and/or national meetings which would permit State personnel to review and submit recommendations on priorities for exemplary programs and projects. The purpose of this input to the priorities for exemplary programs and projects is to assist U.S. Office of Education personnel in developing and administering realistic and meaningful exemplary programs.

(d) Priorities for writing exemplary proposals for Commissioner's Discretionary Funds should be released by the U.S. Office of Education and announced in the Congressional Federal Register at least 90 days prior to due date of proposals.

(e) "Guidelines" for evaluating exemplary programs should not be published in the Congressional Federal Register until the Guidelines have been proven effective and appropriate. This is to ensure that use of the present Guidelines are permissive rather than mandatory.

Thus concluded the special interest group meeting of State administrators of Part D programs.

SUMMATION OF RESPONSES TO THE "TECHNIQUES AND METHODS IN CAREER EDUCATION" SURVEY

Problems for which State Administrators would like to seek personal solutions:

A. The role of the State Department of Education in exemplary and research projects.

B. Realistic expectations for institutions of higher education in the preparation of teachers for career education.

C. Evaluation methods and instruments used to determine the impact of career education on students.

D. Successful strategies for the implementation of career education at the secondary level.

E. Problems encountered in staff development for career education.

F. Career education resource materials for post-secondary educators.

G. Problems encountered in the development of career education curriculum materials.

H. A realistic definition of career education.

I. Techniques for teaching specific occupational information rather than conceptualizing.

J. Competency-based instruction in career education.

K. Application of a management approach to career education in the classroom.

L. Administrative strategies for implementation of career education programs at the State Department level.

M. The role of guidance counselors in career education.

N. Delivery systems being used to provide career information and feedback to students in career exploration.

O. Strategies for getting State and/or federal funds for career education projects.

P. Production of a State career education newsletter -- personnel requirements, mechanics, and costs.

Q. Establishment of a State advisory group for career education.

R. Participation of secondary teachers in career education.

S. Approaches to career exploration other than hands-on experiences.

T. Comprehensive planning for career education at the district level.

SPECIAL INTEREST GROUP IV

Chairperson:
William Weisgerber

Resource Person:
Lorella McKinney

Group IV, Teacher Educators, convened at 9:45 a.m., Wednesday, January 29, 1975 in the Pellinore Room of the Royal Coach Motor Inn. Twenty-one were in attendance representing 12 States. Of the 21, 13 represented Teacher Education Institutions, 2 represented State Educational Agencies, and 6 represented regional or local educational agencies.

The group convened with a statement from their chairperson, William Weisgerber. The session was designed by the conference planning staff to be participatory and formal statements from either the resource person, Lorella McKinney, or the chairperson would be dependent on the group's perceived needs.

Specific concerns voiced by those in attendance were as follows:

1. Trust Relationship Between Teacher Educators and State and Local Educational Agencies. Lack of confidence between the users and producers of teachers was mentioned several times as a major contributor to inadequate in-service programs. The gap widens when State and local educational agencies initiate their own in-service programs. This isolates the preservice program from current needs.
2. Communication and Understanding Difficulties. Few if any teacher educators have a good communication link with the educational planners or the direct delivery system. If communication exists it tends to deal with one subject area and follow funding sources or purposes. This poor communication leads to misunderstanding which hinders program development by all.
3. Career Education Understanding. Some view career education as a program; thus greater emphasis is placed on a separate course rather than an integrated concept. Priority must be given which will allow teacher educators to participate in various experiences which will allow them to become aware of, to adopt, and to adapt the concept.
4. Nature of University/College Involvement. The incorporation of the career education concept within postsecondary programs should not be limited to the school of education. All aspects of the institutions should be involved. It was suggested that curriculum people and the superintendent should be involved early in university personnel development planning. The secret to success is to get willing involvement.

5. Career Education Label. Perhaps a strategy that should be used when implementing career education would be to deemphasize the name and encourage those who are examining it to consider student outcomes.
6. Needed Teacher Competencies. Until we can articulate the needed teacher competencies for career education, we are hard put to develop strategies which would affect our preservice and inservice program. It was strongly suggested that goals and objectives must be clearly identified at the very beginning of planning and that there is need to develop very clear performance criteria. We must look to outcomes that relate to students and staff.

Dr. McKinney, the program resource person, elaborated on item six, career education teacher competencies. Dr. McKinney is currently directing a project which will develop a listing of career education objectives as well as alternative strategies for meeting those objectives for planning and implementing career education personnel development at university level. University sites will be asked to describe how they would use the objectives and strategies to integrate career education in their training programs.

The scope of the project is nationwide with field observations in many different classroom settings. The project staff is currently analyzing teaching/learning behavior data collected in local school districts throughout the United States in preparation for data collection at university sites. The final report will be delivered to the U.S. Office of Education by June 30, 1975.

Members of the group were extremely interested in the project and will anticipate the resource materials.

Mr. Weisgerber reported on a Michigan effort designed to organize the teacher education agencies and State Department of Education efforts in the career education movement. This activity has promoted cooperation between several teacher educators and the State Department of Education. Inservice and preservice are the prime responsibility of teacher educators while the developmental aspects of career education are shared. Agreement on expected outcomes and delivery systems has taken place.

The exchange among those in attendance was lively, reenforcing the need for such a forum in future programs.

GROUP A

DEFINING CAREER EDUCATION

Chairperson:	Kenneth Hoyt, Director Office of Career Education U.S. Office of Education
Group Facilitator:	Byron E. McKinnon Coordinator of Guidance Services Mesa, Arizona

Preconference Survey Results
Defining Career Education

The preconference survey designed to elicit participant input for the conference revealed that a good deal of concern still exists in the field on a number of issues related to the definition of career education. Generally, the issues fell into three broad categories: (1) a need to improve communication with respect to what career education is and is not, (2) whether the definitions that are emerging for career education are adequate, and (3) whether current programs being designated as career education programs do justice to the concept.

With respect to communicating what career education is and is not, respondents were still concerned about such things as:

a) continued use of the term "career education" synonymously with the term "vocational education,"

b) the continued use of vocational education funds for the purposes of career education as this contributes to difficulty in differentiating between the two,

c) the continued housing of career education programs within vocational education bureaus as this contributes to unclear definitions,

d) the need for strategies to insure that the career education concept will not be subverted to the purposes of vested interests groups in the society such as the manpower-economic segment or the "education for education's sake" segment, and

e) the limited success in some areas of the country at having faculty, administrators, and students accept the career education concept as a legitimate approach to student growth and development.

Respondents' concerns with the adequacy of definitions that are emerging for career education were centered on such questions as:

a) Is there still a need to concentrate attention on making people aware that a career is a life pattern and not just a job?

b) Could wider support be attained by focusing on the multiple dimensions of life development rather than on a limited dimension? Should career education have a self-concept and attitudinal focus as opposed to a skill development focus?

c) Could career education, by definition, create the same dichotomy between career education and vocational education as was previously created between general and vocational education?

d) How can the confusion that exists between careers, occupations, vocations, and job areas be cleared up? In this respect, should the 15 "career clusters" be changed to 15 "occupational clusters?"

e) Is the goal of career education - or should it be - to help the participant become a self-manager of learning, social relationships, and economic considerations? Is what we need, ultimately, a do-it-yourself approach?

f) How should career education relate to the total instructional program? to the guidance program?

g) Should we go for an interdisciplinary program at the secondary level for the clusters or should we go for a separate program?

Respondents had the following kinds of concerns about the adequacy of current career education programs as they do justice to the overall concept of career education:

a) Are the current career education programs sufficient to meet the educational needs of all students, such as those in special education and those who are handicapped, gifted, or bilingual?

b) Are the current career education programs adequately sequentialized to provide for the needs of children as they mature and become more sophisticated in their relationships with their work environment?

c) Are the current career education programs adequate to pass muster with Title IX of the Education Amendments of 1972, having to do with the educational rights of women? Are women really receiving equal opportunities for development and preparation? What about the different ethnic groups and the disadvantaged in this regard?

WORK GROUP FACILITATOR REPORT

Byron E. McKinnon

First of all I would like to say that I am glad to be able to speak sitting down because I have never found a podium yet that I could see over. Concerning an overall definition of career education, our first decision was that you just cannot get there from here and so there was really not very much enthusiasm in the groups to grapple with the specifics of a definition. We decided that we really like the policy statement that came out of the U.S. Office of Education under Ken Hoyt. We felt that we would be reinventing the wheel to spend our time here trying to come up with another definition. We felt that the policy statement was sufficiently generic, and was global enough, so that each of us could go back to our particular areas and develop our own definition of career education that would fit our local situation.

It was the consensus of our group, however, that the policy statement needed some things it did not have and that there were some implications that grew out of the policy statement that simply must be dealt with. For example, the specific statement did not have a management system for simple notation or operation. It did not describe the kind of cat that was going to come out of the program after it was implemented.

Our first group worked on that event itself--on specific global definitions--not to come up with the definitions, but to come up with descriptions of the definitions with the pieces that should be there and with the issues that needed to be addressed by any group or constituency that intended to promote, implement, and have successful programs in career education. We also found that, growing out of the policy statement and our description of a definition, there were two kinds of things to be carried forth. The first of these was a comprehensive, adequate selling job and the second, the global model and its implications.

The second group which concentrated on selling really sat down to structure a comprehensive program to describe career education to the publics that need to be sold, the strategies for selling these publics, and various combinations of the two. They came up with a system they call "You can love 'em or force 'em" and then everything in between. Our suggestions as a writing group were that we may want to use different words to describe those same options, but we are going to leave it in our report the way it is. You can take whatever editorial liberties you want. The word love sounds good and we are all for it. I am not so sure about the force part.

The third part of our group took up future projections for career education. We felt there was a need for somebody to sit down and build a set of scenarios that say "Five years from now this is the kind of world we are going to live in. These are the kinds of things that we need to do to prepare for that kind of world." I was particularly interested in this because, in the State Department of California, they have a group they call futurists that they brought in and these futurists built 32 possible scenarios up through the year 2000. They believe this will encompass the next three generations. I believe the U.S. Office of Education could build the scenarios, pick the most plausible probabilities, and make projections to anticipate this kind of world. I think it is terribly important when you look at the kinds of effects that we are having now, and project that we'll still be checking through the system ten or 15 years from now. This means that our future planning is going to be extremely important. This group makes specific suggestions about the federal level, State level, and the local level--all groups that are involved--about the levels of involvement and specific strategies to undertake. For example, one of their specific recommendations was on funding. From our own experiences ten million dollars is an inconsequential amount of money with which to fund an ambitious program. Something in the neighborhood of 150 million dollars in the next couple of years would be more in keeping with the need but would certainly not be sufficient. Ten million is totally inadequate and 150 would approach adequacy but not sufficiency. This group then continued to make other specific kinds of projections and recommendations.

The fourth group that we ended up with dealt with infusion and the evaluation policy as it was applied by the U.S. Office of Education. These persons were speaking in particular to the fact that Congress is requiring an assessment of the state of the art and that one aspect of this assessment should be on the art of infusion--what infusion really is, what it really means, and what part of our vocabulary has common meaning when we talk about infusion. Any attempt to assess career education should deal with that first and I certainly include that as part of it.

The position of this group was that we have a kind of a dichotomy with the Part D guidelines for evaluation and the policy statement with all of us kind of caught in the middle. This group felt strongly that there had to be some sort of reconciliation between the policy statement and the guidelines and that any modification of the guidelines certainly should include a much higher level of participation by those who are effected by it. We really feel that this kind of scrutiny is now in order.

I could not digest all the work that has been done by this group if I were given two hours and I am certainly not going to be given two hours. I personally want to say to them that I was terribly glad that I had the opportunity to spend that last several days with them. I was totally impressed with our capability to do whatever we needed to do. We came together from diverse quarters and disciplines and geographical areas in this meeting and, in the short time that we have been here, have come up with what I think are substantive statements. I would like to encourage you to read these proceedings. They are accompanied with specific suggestions, graphs, clues to do what, when, and suggestions for how. I think that the group really has done a magnificent job. I particularly want to thank Ken Hoyt, on behalf of the group, for his participation. He spent a considerable amount of time with this group and I think it was most helpful.

WORK GROUP REPORT

Introduction

There were approximately thirty-five people who registered and attended this group.

The first meeting was a "get acquainted," processing session, primarily interacting very enthusiastically with Dr. Hoyt. The second session was used to structure subsequent activities.

The first point, very quickly established, was that there was very little interest in working on a definition for career education. The rationale being as follows:

1. The Policy Statement written by Hoyt and signed off by Bell was a generic statement from which any local agency or organization could build its "own" definitions.
2. This type group was not particularly well suited to attack such a substantive task because of inadequate preparations and very limited resources such as reference material, clerical assistance, and "other" human resources.

However, the group did feel that certain issues related to the Policy Statement and the Part "D" guidelines could be identified. The issues identified were:

1. Since the Policy Statement lacked any kind of management scheme for program development and also did not describe the characteristics of an individual who emerged from such a program, some basic global model was desirable. This group was chaired by Bill Smith and George Lulos.
2. If we accepted the Policy Statement or a generic definition, there needed to be a comprehensive "selling" program that would be directed at all levels and populations. This group was chaired by Orrin Laferte.
3. There ought to be some future projections made relating Career Education to scope, funding, State involvement, responsibility, and coordination with other resources. This group was chaired by Bert Nixon.

4. There were implications growing from the guidelines which were especially important for the areas of Evaluation, Infusion, and Guidance services. This group was chaired by Roy Bastian.

The body of this report then contains the results of these four separate work groups. The reports are essentially as submitted with only minor editing by the group facilitator.

SUBGROUP I

A GLOBAL MODEL AND ITS IMPLICATIONS

Byron McKinnon, Group Facilitator

A GLOBAL MODEL

In trying to develop a global model for career education, there seem to be two primary assumptions: (1) The Policy Paper of the USOE is sufficiently comprehensive and has achieved sufficient consensus to be the basis of such a global model, and (2) A global model should be suggestive rather than prescriptive; that is, it should include each generic component and aspect but not dictate the specific composition and implementation of any State or local career education effort.

Further, it seems generally agreed that one may look at a model in terms of both process and product. Process can include strategies, stages, ripple effects, implications, relationships, and so forth. Product includes constituencies, outcomes, results, and so on. Process centers around structural elements and how they intermesh and affect each other. Product centers on the learner and other constituencies like school, home and family, and the world of work. Process is what you do to the constituencies; product is what you expect of them. Process and product are closely related; they are interdependent; and they are equally important.

Finally, three steps relating to both process and product must be taken: planning, implementation, and evaluation. These steps are not completely distinct or actually exclusive (in terms of either conceptualization or timing). For example, monitoring evaluation should occur throughout implementation. Also, evaluation results should feed salt to the planning stage (recycle and reiterate).

However, while stressing the interdependence and overlap of all of these aspects of a general model, there is the practical need to break down a model in terms of manageable steps and stages; that is, to make it understandable to all constituencies, and to make it easily implementable programmatically. In short, one must show clearly the elements, steps, components, and stages which, taken together, represent career education as total concept, but which, taken separately, represent options for priorities for career education as programs.

To this end, we have developed this statement with attachment - not in opposition to the USOE policy paper, but rather in elaboration or interpretation of it. If the policy paper is the engineering text, then what we have put together here is a portion of the blueprint. Or, if the policy paper is a message on nutrition, then what we have assembled is a recipe for a smorgasbord.

As the learner is the target of our efforts ultimately, we have attempted to represent career education graphically in a learner-centered mode; we have tried to picture him/her in a developmental context (Chart I). In this chart, the dotted line represents the growth of the learner. At birth he/she is defined totally in terms of family; home and family are the only relevant dimensions, even though home and family exist in a context of community and the world of work. As he/she develops, school becomes increasingly central. As the student's interests broaden, they begin to include community (e.g. scouting, religion, neighborhood, etc.) and the world of work. While school is central, a good part of it overlaps with community (social studies, etc.) and with the world of work (cooperative education, etc.). Further along, the individual begins his/her own family (or circle of friends, commune, etc.) and work and community assume proportionally larger parts of his/her time and interest. School may or may not be part of the picture at any particular time. (It should be noted that this graph assumes a distinction between education and school, with school being formal mechanisms of growth, and education being both formal and informal mechanisms of growth.)

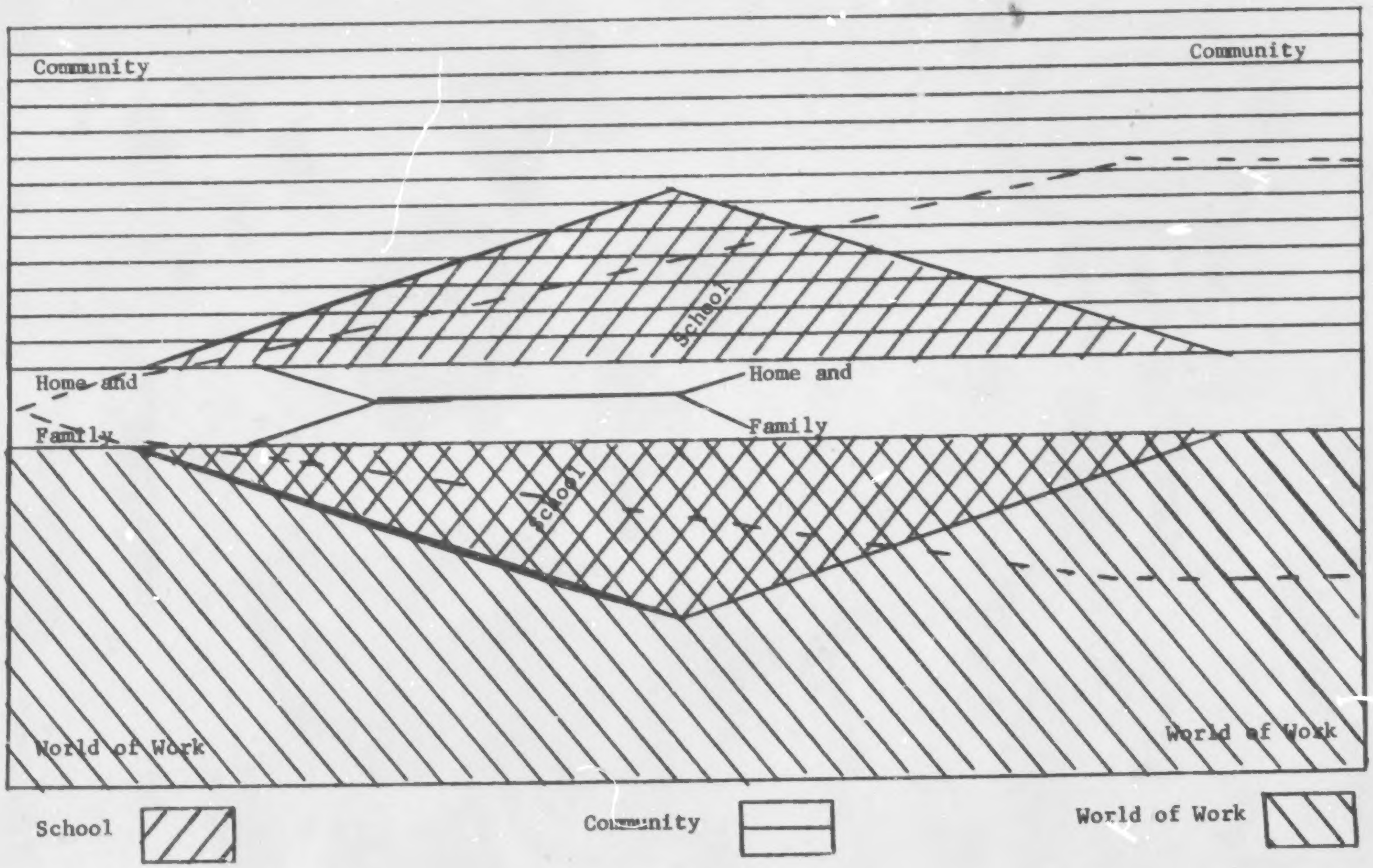
A couple of points are important here. First, only a fraction of school is separate from community and the world of work; there are larger areas of overlap, ▤ and ▧, than there are of only school, ▨. Second, the exact directions, angles, and lengths of each line of demarcation will depend on the local situation, as will the proportional sizes of each segment. They will also depend on each individual--in terms of how important to him/her the family is, in terms of when he/she enters the work world and when he/she leaves school and/or returns to it, in terms of how many community activities are involved, etc. For example, the dotted line for some individuals may not extend at all into the community rectangle. And for some school systems, the school portions (roughly diamond-shaped) may be flatter and not extend as far into the community and/or the world of work. However, this structure, and the partitions of experience that constitute it in general, can be considered to represent how an individual develops, chronologically speaking.

Career education then refers to how we--as teachers, counselors, administrators, parents, and as developing individuals ourselves--manipulate these shapes and guide the dotted line. Each State or LEA, using a graph such as this, can make its own decisions as to which shapes to manipulate or massage, as to what extent the overlap should be, etc. However, no matter what decisions such agencies make, they will have to recognize that, even if they decide to ignore certain blocks on the graph, the forces represented by these blocks will have an effect. And they will have to recognize that no matter what decisions they make, the dotted line (the individual) will always be a vector force in its own right.

Chart II shows this picture in a slightly different way. Here

CHART I

DEVELOPMENTAL CONTEXT FOR LEARNER-CENTERED CAREER EDUCATION


Community
Community
School
Home and
Family
Home and
Family
School
World of Work
World of Work
School
Community
World of Work

the squares of the matrix are left blank, signifying that the State or local agency will, in its own way, fill in the exact strategies and programs that belong there, if any. But no matter which ones they fill in or how they fill them in as programs, career education as concept involves all of them. If one is not filled in, then career education will occur informally and often haphazardly, but it will occur nonetheless.

Chart III is a beginning at demonstrating the stages, with respect to each group or constituency, that need to be taken in translating the model as a graph into action as programs. It is clear at this stage that "products" can be many things. They can be students as affected by us; they can be attitudes (ours, students', parents', etc.); they can be planning charts like these, filled in by a local committee; and so forth. They can be intermediate or final, tangible or intangible. Finally, it should also be clear that given all the things that products can be, and all the places where they can be found, they are inextricably intertwined with process, which is our next consideration.

CHART II*

AGENTS THAT AFFECT INDIVIDUALS (CHRONOLOGICAL)

	Pre-K	K/Elementary	Middle	Secondary	Post-Sec.	Adult
HOME AND FAMILY						
COMMUNITY						
SCHOOLING						
WORLD OF WORK						

*Each square on this chart as on Chart III can be developed into its own entire matrix suited to the unique goals and resources of each State or LEA.

CHART III

PROGRAM STAGES FOR EACH CONSTITUENCY

	PLANNING	IMPLEMENTATION	EVALUATION		
			What	**Who**	**By Whom**
HOME AND FAMILY	Parental Attitudes Parental Involvement	Family/Community Integration Community Education Articulation	Attitudes Life Style Values SES Educa. level Aspiration level	Mother Father Siblings	Selves Learner Externa Agent
			What*	**Who**	**By Whom**
SCHOOL	Resource Analysis Resource Use Strategies Budget	Professional Personnel Development Curriculum Infusion Scheduling Articulation	Commitment Involvement Support Systems	Teachers Counselors Administrators	Selves Learn Externa Agent
			What	**Who**	**By Whom**
LEARNER	Status Assessment Needs Assessment Learner Outcomes	Exposure Experience	Affective Cognitive Psychomotor	Learner	Self Teacher Counsel Parents Employe Administrator
			What	**Who**	**By Whom**
WORLD OF WORK	Establish Linkages Resource Inventory Resource Use Strategies	Work Experience (cooperative ed., work-study, etc.) Field Trips Speakers Multi-media (non-print) Articulation	Opportunities Resource	Employer Employee	Learner Selves School Perso Externa Agent

*Effectiveness seems to fit here but evaluation of thi is implicit in evaluation of learner outcomes.

IMPLICATIONS OF THE USOE POLICY PAPER: PROCESS TASKS

"American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made."[1]

The following list of tasks implied in the USOE position paper for career education is not intended to be comprehensive; however, until and unless all of the process tasks specified below are underway the initial implementation of a K-12 career education program cannot be said to have taken place.

1. Develop a local definition of career education.
2. Develop roles and responsibilities of local personnel as they relate to the other processes identified.
3. Develop a process for local needs assessment to determine local needs in the other process areas listed.
4. Develop a plan for orienting local personnel to the concept of career education (inservice) to include practical inservice steps after the orientation phase leading to infusion of career education objectives into the existing instructional process.
5. Develop programmatic processes for educating parents to the need for career education.
6. Develop a process with which an LEA can identify learner outcomes (objective level) for career education and a process to insure that the total number of objectives are comprehensive for an individual and/or special groups of individuals.
7. Develop a process with which an LEA can sequence (grade level and subject area) identified learner outcomes (objectives) at as many points in grades K-12 as appropriate.
8. Identify a process by which LEA personnel, primarily teachers, can identify alternative methods of teaching for the achievement of the objectives identified and individualize the sequence of desired learner outcome.
9. Develop a process (total plan) for involving the community (persons outside the educational community). This plan should include processes for:
    1) Setting up functional community advisory committees.
    2) Establishing methodologies for use of and setting up management files for resource people in the classroom.
    3) Establishing field trip sites and procedures.

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[1] USOE Policy Paper, p. 14

    4) Establishing community co-op stations for activities such as shadowing experiences, etc.

10. Develop a plan or process which can be used to locate/circulate materials designed to be used in the classroom for career education.
11. Develop a plan or plans for organizing the management of academic classrooms compatible with management strategies of industry.
12. Develop a plan for ensuring that all students have the opportunity for a variety of work experiences outside the classroom to include student selection procedures.
13. Develop a plan for job placement and follow-up of high school graduates.
14. Develop a plan for evaluation, both process and product, to include the development of data collecting instruments for product or performance objectives.

RECOMMENDATIONS:

1) More detailed scrutiny should be given to the position paper to identify implied processes.
2) After the identification of implied processes, global models for each process should be developed.
3) The procedures resulting from global models should be aligned on a time spectrum.

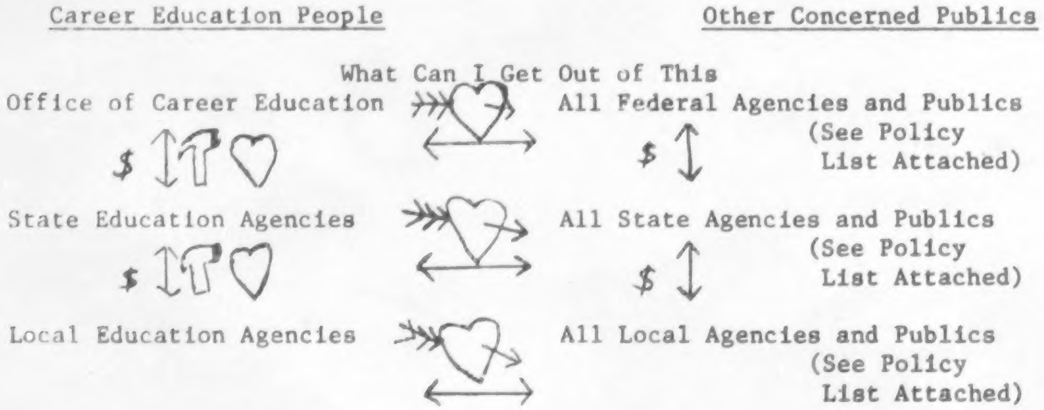
A COMPREHENSIVE CHANGE APPROACH

FOR

CAREER EDUCATION

The purpose of this paper is to describe a systematic and comprehensive approach for "selling," "marketing," diffusing career education at all levels in this country. It is our feeling that there are currently many gaps in this system as well as many misdirected techniques being utilized by members of the system at various levels. We must assume that there are currently at least two populations that are to be dealt with: (1) those who, because of position or conviction, are within career education, (2) those other publics concerned with education who are not currently publicly advocating the concept.

Using these two publics as the focus, the following diagram illustrates our conception of a systematic change agent procedure for all levels to be used with all populations.


Career Education People
Other Concerned Publics
What Can I Get Out of This
Office of Career Education
All Federal Agencies and Publics
(See Policy List Attached)
$
$
State Education Agencies
All State Agencies and Publics
(See Policy List Attached)
$
$
Local Education Agencies
All Local Agencies and Publics
(See Policy List Attached)

We have used three symbols in the diagram which indicate three general techniques which can be used by various people with the publics with which they deal. These techniques are what we have called the "Lov 'em," the "Buy 'em," and the "Force 'em" techniques. The love 'em technique includes all those techniques which relate to the use of effective interpersonal skills and institutional change theory and hypothesize that the only way to get substantial lasting change is to get as many people (Publics, Agencies, etc.) as possible to feel that they have an investment in the concept and know what they can get out of embracing that concept. It includes an understanding of power sources and the ability to identify and utilize the formal and informal power sources in any environment.

The "buy 'em" technique is simply that you bring someone into camp by giving him the money to carry out the GOALS of the program.

The "force 'em" technique implies that you can make some people do some things to advance the cause of the program by applying sanctions. If they do not comply, cut off the funds. Usually this technique is in the form of a policy statement from above.

The diagram indicates that certain techniques are more suitable at some levels than at others. First the career educator must effectively identify the relationship between himself/herself and the public with which they are dealing. If the person being convinced is in the vertical line and below, the career educator may be able to use the buy 'em or force 'em techniques. But if the person being convinced is one of the horizontal groupings the career educator is most likely going to have to use the love 'em technique.

In effect what we are saying is that the Office of Career Education in U.S.O.E. can demand quality at the State level through the money and policy route; and, consequently, the State career education people can do the same thing with local programs (with a little bit of love.) At the same time the national office must use the love 'em techniques with all the publics in its environment (See attached list) to get each to make policy statements in their guidelines and funding policies that establish career education as a priority. This then will put buy 'em and force 'em techniques in process in these other agencies at the State level. At the same time that the buy 'em/force 'em pressures are impacting the other agencies, the State career education people should have been utilizing the love 'em technique with the other State people so that they feel an investment at that level. As the arrows indicate, this same procedure then moves from State to local level so that when the local project director tries to include the Chamber of Commerce, for example, that body will have national and State direction to get involved.

This has been a very quick description of a massive system. We hope that it communicates the need for a consistent effort at every level to sell the concept.

We have attached lists of some of the agencies and publics at each level which must be included in this program.

1. Congress
2. Rest of O.E.
   - A. ESEA
   - B. Voc Ed
   - C. Higher Education Act
   - D. Others - i.e. Handicapped, Women, Indian, Spec. Ed. etc.
3. Publishing Companies
4. NIE
5. DOL
6. Commerce
7. NEA - AFT
8. National AFL/CIO
9. National Chamber of Commerce
   Other National Business Men's Clubs (Rotary, etc.)
10. National Parent Teacher Association
11. National Student Group
12. National Higher Education Associations
13. National Mass Media
14. Others

STATE AGENCIES AND PUBLICS

1. Legislature
2. State Board of Regents/Education
3. Other Sections of State Departments of Education
   - A. ESEA
   - B. Voc Ed
   - C. Higher Ed
4. Colleges and Universities
5. State Manpower and Labor People
6. State Teachers Unions
7. State Chamber of Commerce
8. Special Education
9. Department of Labor
10. State Mass Media
11. Others

LOCAL AGENCIES AND PUBLICS

1. City Council
2. Chamber of Commerce
3. School Board
4. Parents
5. Students
6. Teachers - Staff - Counselors - School Programs, etc.
7. Administrators
8. Welfare Agencies
9. Labor - skilled, office
10. Small Business - Big Business
11. CETA
12. Manpower
13. Penal Systems
14. Mass Media - Papers, TV, Radio, Magazines, etc.
15. Religious Bodies
16. Minority Agencies
17. Others

SUBGROUP 3

FUTURE PROJECTIONS FOR CAREER EDUCATION - FIVE YEARS

BY 1980 THE FOLLOWING CONDITIONS SHOULD EXIST

I. Federal Funding
   A. There should be significant federal funding to assist (absolute minimum $150,000,000 per year) in the implementation of career education and this funding should be seed money.
   B. This would stimulate State and local funds for implementing career education in the 50 States and eight territories.

II. State
   A. Every State should have an annual State plan functioning for the directing, implementation, and evaluation of career education. The plan should include a State Office of Career Education with a full-time supervisor.
   B. Career education should be a part of teacher education preservice programs in each State.
   C. Competencies of the ongoing project personnel should be preserved. Every local educational agency will have a person with designated responsibility for promoting and implementing career education.

III. Local
   A. There should be a career education coordinator in each local school district or cooperative agency for districts.
   B. Teacher career education inservice programs should be a part of the program of each local school district to achieve identifiable competencies.

IV. Collaboration-Partnership Role
   A. Every local educational agency should have formed a collaboration - partnership role with parents, churches, service clubs, business, labor, and every part of the community for the formation of coordinated cooperative effort.

V. Change Process-Reform
   A. The policy paper (An Introduction to Career Education) clearly states the need for educational reform. We support the changes proposed by the policy paper to bring about these reforms and suggest that the National Advisory Council for Career Education address themselves specifically to the suggestion for education reform listed in pages 16-18 of the policy paper.

VI. Long-Range Responsibilities
   A. The long-range responsibilities of the Federal, State and local agencies are to help each student achieve that career which is most satisfying and rewarding.
   B. This responsibility can best be met by a coordinated effort of these three agencies.

For career education to mature and be fully implemented as a concept, the role of the counselor (and counselor education) must be expanded. Counselors must become as deeply involved with the other school personnel and the curriculum as they have been involved with individual students and testing in the past.

Career education calls for coordination, for instructional and developmental reasons, among the teachers, administrators, guidance services, and the community at large. To accomplish this, the duties and priorities of the counselors must be examined, evaluated, and through joint concern and cooperation, be defined to meet the needs of the students and the times.

SUBGROUP 4

INFUSION AND EVALUATION

INFUSION

1. Recognizing the broad range of activities that are called "infusion," we recommend that a definition be developed that includes and defines the various styles and modes of infusion. Further we recommend that the relative status and merits of each be determined. In other words, what types of infusion are people using? And is it working?

2. Recognizing that there are alternative delivery systems other than "infusion," we recommend that their nature and relative merits be specifically determined and disseminated.

3. Through comparison, it should be determined if, and under what conditions, "infusion" is a viable delivery system and should remain as a desirable national goal. One of our major concerns with problems of definition and the upcoming review of the state of the art requested by Congress revolve around the term "infusion." "Infusion" into existing curriculum has been a major emphasis and a national assessment should attempt to measure the degree of infusion. We feel that the definition of "infusion" will be a problem. Therefore, we would like to make the following recommendations to the national survey .

    a. That the survey determine local understanding or support as an indicator of degree of implementation (Financial, Products, Resources).

    b. That the survey look at other factors

EVALUATION

This group was assigned to discuss evaluation as it relates to a definition of career education. As the generic description of career education, the USOE policy paper was accepted by a majority of participants. The following observations concerning evaluation are made within that context.

(1) There exist both local and national needs for evaluative data which may not always be the same.

(2) That evaluation plans should be developed cooperatively between local agencies and evaluators.

(3) That the Draft Guidelines for the Evaluation of Career Education Programs appear impractical because

  a. the "state of the art" in evaluation indicates that appropriate instrumentation is not available to evaluate student performance in some major components;

  b. it decreases local efforts to adapt career education to local needs;

  c. testing time appears to be excessive in school situations;

  d. the statement of 33 specific objectives may create a "de facto" definition of career education.

GROUP B

STRATEGIES FOR MOVING CAREER EDUCATION FROM A PROJECT STATUS TO AN EDUCATIONAL PROGRAM STATUS

Chairperson: William Pierce
Deputy Commissioner of
Occupational and Adult
Education
U.S. Office of Education

Group Facilitator: Robert Rochow
Pontiac Public Schools
Pontiac, Michigan

Resource Person: Harvey Thiel
Senior Program Officer
U.S. Office of Education
Region X

Preconference Survey Results Relating to "Career Education: Projects to Program Strategies"

Survey results relating to this area revealed that career education practitioners' concerns clustered into four main categories: 1) continued funding for career education, 2) securing the support of administrators and policymakers, 3) appropriate within-district strategies for continuation, and 4) appropriate State and national strategies that are needed to support the local districts in their efforts to embrace and continue career education programs.

With respect to the funding needed for career education, the following are some of the questions that were raised:

a) What are the best ways for working with legislative subcommittees on career education? What should be priority/meaningful topics for analysis/discussion? What should constitute career education legislation? How do you reach legislators before subcommittee recommendations come to the floor?

b) Where can additional funding be found to fund career education at all levels--not just the K-12 or K-14 levels?

c) What type of funding (federal) can we expect? Can we expect 15 to 20 percent of total federal education dollars to be allocated to career education?

d) Where, in the future, will our funding come from for placement and follow-up services?

e) Will there be funding for exploration/employability teachers? for materials and equipment? for career awareness coordinators?

f) What are the implications, for career education, of continuing to use federal Vocational Education funds for career education? for vocational education?

g) Why have not matching funds been used as a strategy for supporting the continuation of career education? Why not decrease federal funds on a sliding scale--100% first year; 75% second year; 50% third year; and 25% fourth year? Why not extend the funds in this way over a longer period of time, say five years instead of three years? Why not have a stiffer policy for local towns who commit themselves to picking up the program once the federal funds run out? Should Boards of Education and Finance be oriented to this philosophy (stiffer policy) prior to getting the grant award?

h) Should DHEW seek legislation which would provide tax relief for business, industry, and service organizations who choose to participate in local career education effort? .

i) Address the need for added financial support to fill the gap left by vocational education. How can we provide for students not in vocational education and for the articulation of work-experience and cooperative education programs with the 15 cluster programs to give a program that would serve all career education clusters?

With respect to securing the support of administrators and policymakers at the local level for the continuation of career education as an ongoing part of the overall educational program, survey respondents presented the following specific questions:

a) In what ways can the program continue to prosper purely through the leadership of administrators, principals, and teachers?

b) In what manner can career education be coordinated with other district programs; e.g. Special Services, Talented & Gifted, etc?

c) Can subordinates be expected to implement and continue career education unless they view it as something for which they will be rewarded?

d) What evidence other than verbal statements should be expected if people are really concerned about career education?

e) If career education is to be an ongoing educational program for all students, should it not also be implemented for special education students? If so, what are the best strategies/methods for special education?

f) How do you move persons making decisions about career education and local resources from the awareness stage to the acceptance stage?

Questions related specifically to the within-district strategies for phasing the project over into the ongoing educational program focussed both on management processes and on attitudes and activities of the project staff.

a) What specific steps are recommended in going from a project basis to an educational program basis? How do you identify target groups (administrators, policymakers, parents, and community groups) and analyze their needs for information? What steps (sequence) should be involved in phasing? What other funds can be used for ongoing programs? How can projects be successfully continued if specialized staff is not retained? Should career education staff (project) involvement be phased out during or after the period of outside funding?

b) What are some changes that can happen or need to happen in the local educational system--such as assigning credit to career related activities or revisions in the Carnegie Unit system?

c) What revisions should be made in the financial structure that will reflect a collaborative effort?

d) How many students should be required to warrant a director or other support of career education activities?

e) Should evaluation (particularly process and input factors) provide needed directions for diffusion strategies?

f) Are existing instructional/administrative models realistically set up to carry out career education objectives?

g) How do local project directors diminish their perceptions of themselves as grant administrators and researchers only, of their activities as project-related, and augment the perception of career education as integrally related to all educational endeavors? How do you win a place in the hearts of institutional power agents? How do you develop strategies to work yourself out of a job?

The issues with respect to State and national strategies designed to assist local school districts in their phasing activities follow:

a) How can the States assist with some changes that can happen or need to happen in the educational system--such as assigning credit to career related activities or revisions in the Carnegie Unit system?

b) What revisions could be made in the financial structure to reflect a collaborative effort?

c) What is being done to inform teacher educators, school administrators, teachers, State and local school boards of education, and the general public about career education?

d) What type of firm commitments should exist between the State and local levels? (A need is felt for a team effort. Current effort is felt to be fragmented.)

e) What is the recommended place of career education in the organizational structure of the State Department of Education? at local levels?

f) What have State legislatures done in career education?

g) Could/Should U.S.O.E. package methods and help train top school administrators in the concepts of career education and, more importantly, in adopting such programs after funding is complete?

h) Could U.S.O.E. extend funding period for grants (successful ones) to continue demonstration/dissemination aspects past the three years?

WORK GROUP FACILITATOR REPORT

Robert Rochow

I would like to thank personally the members of my group and in particular, Dr. Pierce. It was my first experience in working with him and I gained an awful lot of knowledge from him. He is very aware of what is going on, not only in vocational education, but in career education. I would also like to thank Harvey for being a resource person in our group. We did appoint three group leaders within the group and without them we never would have gotten where we are today--in particular, Dale Holden from South Carolina, our energetic and enthusiastic Dr. Lew Abernathy from Texas, and Charles Henry, who is a finance advisor in Missouri from the State department. Our goal was to discuss strategies through which career education might be moved from a project status to an educational program status. I think in many cases we agreed to disagree on many kinds of terminology. It seems that each section of the country has its own vocabulary and it was somewhat difficult in trying to clarify these things.

What we wanted to do is to define what it is we are talking about. Obviously the Part D and C projects would be a project level because they are at a developmental or pilot stage. What we looked at was: what does it mean to go from the project stage to an educational program? Now that can mean many things, but what we tried to do is put it this way. To become an educational program there are significant people in a local school district, such as the administration, teachers, and the total human resources within that district, who have to accept it. They have to accept the goals and objectives, and make them a priority in the school system by supporting the delivery of the program to the students. Those are a lot of words; but until those kinds of things happen the project will not become an educational program.

In order for this to happen we feel that we have to develop a model for putting the project into a local educational program. Of course to make this happen a project has to be thoroughly planned out. The three things we came up with in terms of being a model were these. In order for a project to become a program, you have to go through what we call an exploration, understanding, and action phase. Let me explain this. I relate this to smoking. I can explore what it means for me not to smoke. I can understand why I should not smoke. But it does not make any difference until I act on it. I think we have to go through all three phases. The decisionmakers have to explore what it is we are doing in terms of student outcomes, they have to understand what it is we are trying to do, and then they have to act. Until those three things happen, it probably will not become a program.

From that point we went into a lot of suggestions. Number one, we felt that you could help project directors who are in a project status, and make their job a little bit easier, by getting commitment from a local school district. In our system, it seems that if the local district puts some money into it there is more commitment and people are more willing to explore and to understand in order to act. It is nice to get 100 percent funding but that may mean that the project director or the project staff has to work twice as hard in order to set up that system for the transition into an ongoing educational program.

The other idea that we came up with was the evaluation of student outcomes. In terms of career education, if we begin to work within the existing school structure and within the curriculum where career education is already infused, we can look at the total human resources. I think Ken pointed it out pretty well last night, that the difference between what is happening now and what could happen is that we are asking for responsibility, not only in terms of the school district, but in terms of all the possible human resources that are available to us.

We also said that short-term evaluation and long-term evaluation should be built into projects in order for it to be an educational program. We need to pilot many programs right now. We need to find out what kinds of things will happen with students, but we need to be longitudinal over long periods of time to see if they really work. The whole idea of exploration, understanding, and action is that it repeats itself. It does develop a recycle system so that if I act on something, I can go back and explore it again and keep changing it to meet the changing needs of the community.

The next thing we did was to begin on the State level to see how the State level could help in terms of going from projects to educational program. But the States, in all cases, have the responsibility for setting the models for education within each State. Their main function after they set up the models is to provide support for local school districts to deliver the programs to the kids. That can come in many forms. They could provide support in terms of money, support in terms of legislation for career education, and support in terms of getting people to support the career movement within the State department. There are all kinds of ways in which support could be utilized. We talked about the human resources and the idea of bringing the total community with its organizations and agencies into it.

We need to work on the local level and also with the State level because we have a local labor relations board as well as a State level board. They can bear the responsibility together for securing resources. I think you can see how that is; they are pushing it right up to federal level. Again the federal agency becomes a support agency to the State, in helping the local school districts meet the desired outcomes.

I think one of the things we have to begin to deal with is that we have to set goals in terms of competencies for kids. What is it we want our kids to have as a result of going through our school system? We know that career education has created some kind of metabolisms that help in reading and writing. The kids are also developing some other skills that they really need to function in society. When the State department begins to set competency standards that go across discipline lines and begins to develop persons who can work with all areas, we will achieve those competencies. It is interesting that at the federal level, the person in charge of career education works directly with the Commissioner of Education. I know on our level the same thing takes place since the person in charge of career education reports to our State Superintendent of Schools. He has the access to begin to bring together all the disciplines and to ask the disciplines to look at the total human resources. It has been quite an experience working with this group. I think the whole idea is that if we are really going to move from a project phase through into an education program, these kinds of things do have to happen. We have made a lot of suggestions and outlined a lot of other ideas in the report which you may find useful.

WORK GROUP REPORT

This work group began by listing a set of observations about the nature of career education and its implementation which formed the backdrop for the development of statements about its being phased into the ongoing educational program.

1) First of all most of our career education activities are being fused into the overall educational program. Consequently, specific support beyond the developmental stage is difficult to budget for. It must be correlated with other educational endeavors.

2) As a general rule, career education is easier to implement and defend in the elementary schools. Secondary and post-secondary programs are going to require more encouragement and forcefulness if they are to be implemented and continued.

3) Cooperation among agencies at the local level for the purpose of career education is almost totally dependent on the personalities involved within those agencies. For this reason, cooperation for the purpose of career education is almost a matter of agency by agency negotiation.

4) The future of career education, past the "project stage" is inextricably interwoven with the content of inservice and preservice teacher education. Past the project stage it will be essential that policymakers committed to career education be able to rely on the existence of educational personnel--teachers, counselors, administrators--who are competent in the area of career education. Funding for preservice and inservice preparation for career education should be sought at any level from any source.

5) State departments of education must, if career education is to continue, provide a leadership role both with respect to the preparation of teachers and with respect to the provision of a centralized information dissemination unit. Whether such a role is legislated, mandated, assigned, or assumed, this will be essential. Such a unit should be charged with the provision of effective leadership and assistance through the developmental and implemental stages to the extent of its resources and authority. Proposals from local education agencies to the U.S. Office of Education and the funds ultimately granted should be "funneled" through the State agency to guarantee State review and State coordination of all career education efforts.

The work group on strategies for moving career education to an ongoing educational program status identified the following broad conditions as being essential.

1) The project must move from its own separate identity into the mainstream of educational endeavor. Responsibility for insuring this lies in the curriculum design of the program and the people who implement it. Both should, from the beginning, be visible and receive the input of those who will make ultimate decisions about the program's fate. The project must operate within the existing program structures rather than create new ones. While this may take some time, the project personnel must work within the curriculum mainstream.

2) The project personnel must view evaluation as a basis for continuance. As the project moves more and more into a program status the responsibility for evaluation must shift from third-party to internal school district evaluation. The need for evaluation is not questioned but what may be important is whether the school district policymakers and decisionmakers become concerned about the status of their young people with respect to the desired outcomes of career education.

3) Specific goal oriented strategies should be developed early in the project that are designed to move the activities over into the educational mainstream. Participation in proposal development and in the specification of the above strategies should include administrators, teachers, and members of the community. Specific local monies should be used or phased in early in the project to cover those areas for which local funding will ultimately be essential.

4) Close ties should be established with State and national levels and a level of flexibility should be maintained that will permit the project to adapt to overall school district plans.

5) In a more generic sense, career education moves from project status to a program status when the necessary community resources are coordinated to meet total human resource developmental needs. (Note: community resources is a broader concept which includes human resources.)

Assuming that career education, in a generic sense, is a concept involving coordination of resources and not an end unto itself, local and State educational agencies must view themselves as just one of many community institutions involved in career education. Career education involves the development of human resources. Other agencies, institutions, and organizations, such as churches, parent groups, labor unions, business organizations, chambers of commerce, governmental agencies, Jaycees, and public and private education at all levels must become involved cooperatively in the career education concept if it is to succeed. Certain elements of career education are already operational in our instructional institutions under the terms cooperative education, hands on work study, internships, and clinical experience. However, there exists very little coordination of these efforts, in general. The premise that career education involves the development of human resources is consistent with the U.S. Office of Education's decision to incorporate the Office of Career Education with the Commissioner's office and not to append it as an additional program bureau. In such a position, career education can and should coordinate the charge of those sections related to human resources that now exist in the constitutions, charters, bylaws, etc., of the myriad organizations in our society. Someone must take the initiative to insure that all our resources are involved to the limit of their capacities.

Because career education currently is funded through the U.S. Office of Education, it would seem reasonable to assume that in at least the initial stages, action to move out into the community be initiated by the local career education director. Eventually, the term career education probably will be phased out, as total coordination across all community resources is accomplished. Depending on local geography, business climate, and population, the ultimate responsibility for community human resource development, perhaps on the planning unit concept basis, should fall into other jurisdictions or perhaps be shared jointly by various organizations. For example, the mayor's office may be responsible in one locale; in another region the local superintendent of schools may be responsible; or perhaps the director of the local area vocational school may take that responsibility. In other locales various combinations may be arranged, to serve jointly, such as a labor union representative, a chamber of commerce representative and an educational representative. Whatever the case, the objective is a total coordination of the necessary community resources to make the best effort towards development of our human resources. (Editorial Comment: Item 5 has been added as the result of a minority viewpoint submitted after the conference by two participants, Dr. Lewis M. Abernathy and Dr. Edward H. Lareau. The editor finds that viewpoint worthy of inclusion in the proceedings.)

GROUP C

PLANNING, COORDINATING, AND DISSEMINATING CAREER EDUCATION PROGRAMS AND PRACTICES

Chairperson:	Kenneth Densley Member, California Career Education Task Force Sacramento, California
Group Facilitator:	Wilbur Rawson State Director of Exemplary and Special Needs Programs Topeka, Kansas
Resource Person:	G. M. Stevens Senior Program Officer U.S. Office of Education Region IX

WORK GROUP FACILITATOR REPORT

Wilbur Rawson

I would like to thank the leaders of our group but I would not quite know where to start because we have managed to go through three this week so far. For various reasons we have lost leaders. Mr. Stephens, I do not know what we would have done without you. Our charge was to react to issues and problems in planning, coordinating, and disseminating career education programs and practices at local, State, and national levels. This was a "biggy." I could spend all morning telling you the things we did, how much writing, how much thinking, and how much planning went into this. We did break into groups and we will try to summarize what we have done. There were major concerns that we felt were really important to about three areas. I was looking at them after we decided on these and it is rather ironic that they really each one fall into each of the three areas that we discussed.

Our first major concern is more or less directed to Billy Pope's staff. If I were a member of his staff and were going to have to edit this, I think I would quit this afternoon.

When you get all these materials together you are going to have a mountain of information but editing it is going to be difficult. It was a major concern in our group that we know what happened and what went on here at this conference. This information, when it is edited and compiled, should not just be sent back to national or State agencies and lost. We want to see this information. We want to be able to show it to the people in our districts and say "This is what we did" in these days we spent here in Dallas. These are the things we took into consideration and the things that we tried to plan for career education. It is important that we see these things as soon as possible. We would like to have them within a few weeks. We surely do not want to wait until next year to see them. This was our first concern.

Our second concern is that we would like to see a set of guidelines for career education develop from what we have done here. This has been brought up before and it was still one of our concerns, especially for coordinating programs. If we could have a set of guidelines, the people who are starting new programs would not have to reinvent the wheel everytime. They can look at what has been done. They can see the things suggested by other programs. And if we get these guidelines we are concerned that they do not become static and stale. We want them to be continually updated and reevaluated by groups such as we have here.

Our third concern was the establishment of a central clearinghouse for the dissemination of ideas, activities, and materials. Different agencies and people that deal with career education feel pulled in about three or four different directions. We felt if we had one central office where all career education information could be sent, then we might get all the information we need from one place. In addition, the information we received would be uniform. This is important, especially for a national look at career education.

The work group on Planning, Coordinating, and Disseminating Career Education Programs and Practices addressed individually the questions submitted by the survey respondents. The questions which were submitted and the work group response to each is included at the end of this report. The responses are arranged in four broad groups; namely, 1) General problem areas, 2) The role of the State Department of Education in career education, 3) The planning, development, and implementation of a K-Adult program, and 4) The development of a system of dissemination and diffusion of career education.

WORK GROUP REPORT

Career education is intended to produce clear and measurable effects on students. Consequently the planning of career education programs must be based on intended student outcomes. Therefore, it is critical from the very beginning to establish what the student outcomes are and gain commitment to them from students, parents, teachers, and the community at large.

Once the goals have been prepared they need to be translated into behavioral statements which are clearly measurable. This will allow for an assessment of present performance versus desired performance. The result of such an effort will be a statement of need.

Once needs have been determined, priorities can be established and program development can begin. It is important to remember that career education programs will need to operate under predetermined constraints and limitations existent in local schools. For example, career education proponents do not want programs outside of the ongoing educational programs. On the other hand, individuals in schools charged with providing education (teachers, counselors, etc.) already have specific content which they intend to cover. They feel that to add career education would necessitate the elimination of already established content. Consequently, career education planning must demonstrate how career education is identical with good teaching in various subject areas. In planning career education programs, it is necessary to work with local schools to demonstrate how career education goals and objectives can be incorporated into existing instructional and guidance programs. Furthermore, it must be shown how this can be done without doing violence to existing content and, in fact, that such inclusion strengthens what is already being taught.

SUMMARY OF GENERAL PROBLEM AREAS AND POSSIBLE SOLUTIONS

Problem: To identify clearly the student outcomes intended to be reached through career education programs.

Solution: U.S.O.E. has produced, in the draft guidelines for evaluation, a suggested list of student outcomes. These should be used in planning career education programs. At the local level an effort should be made to demonstrate the relationship between career education goals and the existing goals of the district.

Problem: To identify clearly the priority needs in career education so as to be able to focus efforts when the need is the greatest and where the possibility for success is high.

Solution: A comprehensive needs assessment at all levels needs to be undertaken but particularly at the local level. This assessment should focus on the present level of attainment of student goals and on the priorities that should be attended to first. Groups to be assessed should include parents, students, teachers, and the community at large.

Problem: To develop programs to meet priority needs (achieve student goals) which will be operable in the local school setting.

Solution: Local schools must be involved in the program development process. The constraints and limits of the local school must be considered in program development. A systematic planning format should be provided to assist local schools in this effort. Additional various program alternatives should be provided which local school staffs can adopt or adapt. However, local schools should always be allowed to develop programs unique to their setting.

Problem: To install programs which have been developed.

Solution: Systematic planning should extend to the installation level. Care should be taken to determine the barriers to successful program installation and operation. Once these have been identified support effort can be planned; e.g. staff development, materials purchased, etc. Resources can then be allocated and specific staff responsibilities assigned. (See attached page entitled "Systematic Planning for the Installation of Career Education."

Problem: To evaluate progress and to modify programs based on evaluation information.

Solution: The program evaluation design should focus on all levels of program operation. Student goals and program goals should be evaluated. Process objectives should be stated and evaluated. Planning should be responsive to evaluation data and replanning should reflect efforts which will be made to correct errant situations.

Recommendations

1. All levels (local, State, national) should continue efforts to define clearly student outcomes and to objectify outcomes.
2. State and national efforts continue and increase to locate and develop instruments sensitive to the outcomes of career education which can be reasonably administered.
3. State and national efforts continue and increase in the area of program development based on the student goals of career education.
4. Regional offices consistently encourage projects to modify plans based on evaluation data whenever the data becomes available.
5. Consideration be given to five-year projects in career education to allow for more careful planning of program development and installation.

Resources

1. Simplified Process Model for Career Education Administration

   Career Education
   State Department of Education
   721 Capitol Mall
   Sacramento, CA 98514

2. Local School Planning Guide for Career Education Program

   Career Education Project
   Lincoln Public School
   720 South 22nd Street
   Lincoln, NE

Management or operational objectives are necessary to facilitate the installation of career education at the local level. These objectives are also essential to the kind of evaluation (covering the context, the input, and the processes) which is essential to effective management decisionmaking.

Although certainly not all encompassing, the work group felt that the following are a minimum of areas for which management or operational objectives should be developed and, ultimately, evaluated.

1. Context of the program. The local conditions should be described clearly and contingency objectives developed which anticipate the outside restrictions in which the program may have to operate. In addition, operational objectives should be developed which provide that program activities are reviewed periodically and adjusted as necessary to insure their congruency with the stated purposes of the program.

2. Program input. Objectives should be developed for the necessary or desired input of human, physical, and fiscal resources to the operational program.

With respect to human resources, specific objectives should be developed (1) for the administration covering who is to be involved, how many administrators are to be involved, and where each fits in the total line-staff of the system; (2) for the implementation personnel covering the teachers, counselors, specialists, etc. to be involved and how they will be brought into the program; and (3) for the external evaluators covering their identification, when they will become involved, and how they will be involved.

With respect to physical resources, objectives should be developed for the acquisition of the essential facilities, equipment, and instructional materials.

Objectives for the input of fiscal resources should be developed so that they support adequately the time frame of the intended ongoing program activities as well as the initial planning and implementation stages.

3. Program processes. Operational or management objectives should be developed (1) for legal facilitation such as school board approval; (2) for the inservice training of administrators and implementation personnel; (3) for client scheduling, including how many students, how they are to be selected, and how much exposure they will receive to program activities; and (4) for evaluation scheduling, including what data will be collected, when it will be collected, who will collect it, and how and when the results will be available to the program managers for their decisionmaking purposes.

4. Program products. Operational objectives should be developed for assessing the impact or the secondary effects of the program on the community as a whole in addition to whatever evaluation is effected of student outcome.

COORDINATION OF CAREER EDUCATION PROGRAMS

Work group participants outlined the following concerns to which coordination activities should be addressed at the local, State and national levels. Specific suggestions for dealing with the concerns were made by the group only for the local level.

Local

1. A system-wide commitment to career education concepts should be secured from the board, the administration, the faculty, the students, and the community. For this purpose a written plan of action should be prepared and implementation approval and authority secured from the administration.

2. System-wide professional staffing of all career education activities should be accomplished. This will require the identification of roles and responsibilities to be served and a knowledge of which staff members are best qualified to initiate the plan.

3. A system-wide professional development program should be conducted. The staff development program should be designed and conducted to meet the needs of the professionals that have been identified in an early assessment of staff needs.

4. System-wide consensus of a conceptual framework for career education should be sought. This will require the development of concept statements and objectives for career education; their dissemination to the professional staff and other concerned public; the entertainment of reactions to the concept statements and objectives; their possible revision based on public reactions; and their final broad-scale communication.

5. A level of funding should be secured that permits the accomplishment of local objectives. This will require the setting of priorities, the allocation of available funds against the priorities, and the maintenance of an acceptable budgetary record system.

6. The communication methods of the local education agency should be identified; a formal, written system of communication established; and a career education advisory council formed.

State

1. Commitments to career education concepts should be secured from the State staff, the State Board, and the State legislature.

2. Plans should be developed and activated for the coordination of activities across departments in the State education agency.

3. State-level objectives should be developed and adequate staff allocated for the accomplishment of those objectives.

4. State-level consensus should be sought for a conceptual framework for career education that is deemed desirable for that State.

5. State-level objectives should be prioritized and available funds allocated against those priorities.

6. The communication methods of the State education agency should be identified and a written plan developed for communicating information about career education.

7. The role of the State education agency in the career education movement should be defined and communicated clearly within the agency as well as to local districts and to the national level.

National

1. The U. S. Office of Education and the Congressional commitment to career education concepts should be secured.

2. National objectives for career education should be developed, prioritized, and staff should be allocated that will permit their accomplishment.

3. Available funding should be allocated against the national objectives which will permit their accomplishment.

4. The communication methods of the U. S. Office should be identified and a written plan developed for communicating information about career education.

5. Relationships of the national, regional, and State levels should be clarified within the career education movement and efforts made to maximize the use of all available resources.

DISSEMINATION

The work group raised the following concerns at the local, State, and federal levels for programs designed to disseminate career education methods, materials, and other products. The issues were raised against a backdrop of two basic assumptions; namely, that planning for dissemination occurs early and involves contributions from all levels of staff, and that evaluation of the processes and products to be disseminated has already occurred.

1. A strategy for the allocation of dissemination funds should be outlined prior to the development of a contract for dissemination.

2. Target groups should be identified carefully, recognizing the States' organizational differences.

3. Channels should be established for effective distribution.

4. The most effective possible facilitators should be identified and used.

5. Copyright procedures and restrictions should be clarified and stated clearly.

6. Programs and projects should arrange time and resources for visitations to projects outside the district or State.

7. Even though dissemination might be contracted out, transportability factors should remain a major consideration throughout all dissemination activities.

8. The dissemination efforts must address not only the merit of the product but also reasonable replication methodologies.

Survey Questions and Work Group Answers

General Problem Areas

Q. Is there a program to advise textbook companies in the development of textbooks and related materials infused with the concepts of career education?

A. A definite concern about the type of career education information being used in textbooks is apparent. It is recommended that each textbook company include career education people on their staff. These people need to communicate conscientiously with educators to discover what their needs are. Companies are probably complying with standard guidelines because of the competitive nature of this industry. In the event that the individual companies are not meeting the standard expectations and needs of national, State, and local guidelines, the establishment of a commission to review these materials before publication may become practical.

Q. How do we secure the best information on supply and demand in employment and training?

A. In the career education area we need more concern with trends and directions rather than specific data. The vocational programs under the career education structure often need more specific data. This information should include all types of occupational opportunities information and should deal with these in terms of clusters. It is generally felt that the State plan which deals through advisory committees primarily with vocational information is not adequate and is too narrow. It is recommended that information be secured at local levels through advisory commissions. This information should be fed into some type of State coordinating board who, in turn, will supply the national office with relevant data to be compiled for dissemination to the local level. This would create a continuing chain of communication and information among local, State, and national agencies.

At present the Department of Labor is revising their coding methods. The DOT and SIC System will be replaced with a system that is congruent with vocational education programs. The Department of Labor is also about to fund Occupational Information Systems in ten States which will deliver current employment data to students and other clients. Educators need to make greater utilization of Department of Labor and State employment services.

Q. What are the priorities in terms of developing a manpower system?

A. Manpower systems should be developed at local, State, and national levels, respectively, through clustering.

Q. With the Office of Career Education now reporting to the U. S. Commissioner, how will it relate to Part D and to other career education programs? How do they relate to the Chief State School Officers?

A. At the present time this is a very informal relationship. Each group goes its own direction. Not all Part C and Part D monies are career education. In some States they are vocational. Our chief state school officers have a commission of 12 people under the direction of Dave Jesser to explore the problem. It is recommended that some type of committee be established within these groups in an effort to bring them together in a more coordinated fashion.

Q. What can be done to improve the communication between the State coordinators of career education and the Part C and Part D project officers?

A. Again there is a need for all career education people to combine their efforts. It is recommended that a State Deputy Commissioner for Career Education be appointed to facilitate lines of communication.

Q. Does O.E.'s direct funding to local education agencies help or hinder State effort? Does it disrupt statewide efforts of career education development?

A. This funding procedure could cause difficulties for States if local agencies do not use these monies to fulfill coordinated State guidelines. On the other hand, this procedure could generate more funds for projects. It is recommended that these monies flow through State agencies of education so that coordinated efforts can be maintained at that level.

Q. Have federal, regional, and State vocational educators recognized the role of vocational education in career education or do they desire to control it?

A. In the beginning, career education was treated as an entity, separate and apart from other forms of education. It is the consensus of this group that through definition and usage career education is now being accepted and recognized by educators as an all encompassing program.

Q. Should we not have better coordination between the groups working toward career education at the federal level when it comes to funding? Definitions? Implementation strategies? State program monitoring?

A. Yes, we should.

Q. How can we have better sharing of developed materials when small States do not have the funds to duplicate 250 copies for dissemination?

A. It is recommended that each State Career Education Coordinator be supplied with one copy of any materials developed at local levels. This means that any local program would need to produce approximately 50 extra copies of their work and mail one copy to each of the State Career Education Coordinators. The State agencies would disseminate copies to their respective programs as requested or as the need arose. This provides State agencies with the opportunity to review and evaluate newly created materials.

Q. How do we insure that coordination at the federal and State levels results in leadership which does not create conflicts at the local level?

A. It is recommended that the local programs develop a plan with their State agency and that the federal agency lend support to their plan of action in any way possible.

Q. How does a "right to read," "student loan program," "developing institutions," or "education for the handicapped" program support or enhance the career education philosophy?

A. These programs support and enhance the career education philosophy because career education is all encompassing and pulls all programs together. Career education is all education.

Q. How should materials be developed for career education--locally or commercially?

A. Materials should be developed at the local level when at all possible.

The Role of the State Department of Education in Career Education

Q. What should be the role of the State Department of Education in a career education program? What is its function in a Part D project? What steps have been taken to achieve a State Policy relating to career education?

A.
1. Leadership
    a. State goals and priorities
    b. Set guidelines
        1) Implementation
        2) Evaluation
        3) Staff Development
            a. preservice
            b. inservice
        4) Materials development
    c. Coordination of exchange of ideas and/or consultant services
    d. Coordination with other education programs
2. Legislation action, position papers, and State regulations are steps taken to achieve a State policy relating to career education.

Q. State-adopted textbooks, generally speaking, are not career oriented. What could State Departments of Education do to help with the situation? What can local units do? Is there a role for U.S.O.E.?

A. It is generally true that State-adopted textbooks are not career education oriented. State Departments of Education could establish a set of guidelines for future development for dissemination to textbook companies. Local units can provide feedback through evaluations and by purchasing texts that meet local needs. U.S.O.E. could establish resource centers, offer advisory help, and disseminate materials from a clearinghouse.

Q. When moving career education statewide, what approaches have been employed successfully with a limited State staff to provide local districts with indepth individual attention for planning? e.g. one State consultant and a secretary.

A. This cannot be done effectively. Providing individual attention for planning, coordinating, and disseminating is impossible with such a small staff.

Q. How does one coordinate career education within the entire State Department of Education? A central location or subcenters in each bureau? How do you establish linkages with local education agencies? How do you coordinate a dissemination system from the State level to the LEA's?

A. Career education must become the thrust or concern of all departments of education through the coordinating efforts of a Career Education Department. With respect to the location of a career education staff, the individual needs of each State must be met. Linkages with local education agencies must be established through local regions. A coordination dissemination system from the State level to the LEA's could be established by supporting demonstration sites through State staffing.

Q. What is the State's role/responsibility in the planning and operation of the Commissioner's half of Part D projects? What decision-making authority should the S.D.E. have? What technical assistance should the S.D.E. provide? What information should the S.D.E. provide? What input does the S.D.E. have in proposal development? Should proposals be congruent with the State's philosophy of career education?

A. States should have veto power over initial grants. They should provide technical assistance as feasibly possible. They should provide information as feasibly possible. State Department of Education input in proposal development, however, is by invitation from State or local LEA. Yes! Methods should be developed to insure that proposals are congruent with the State's philosophy of career education.

The Planning, Development, and Implementation of a K-Adult Career Education Program

Q. How do you or should you articulate between secondary and post-secondary programs? What approaches have been successful? What follow-up techniques have been used?

A. There has been little success in articulation between secondary and post-secondary programs because the national level ignores this issue. Governing boards for post-secondary vary significantly; therefore, it is difficult to make a singular recommendation. There is some funding K-14 but little success has been enjoyed in this area.

Q. How successfully has the U.S.O.E. requirement for secondary-post-secondary articulation been met? What are successful examples of coordination? Are they superficial or do they help to maintain the status of the career education program? Do they continue past the federal funding?

A. Generally "No!" on all sections of this question.

Q. What strategies or methods should be employed for designing and implementing a logical and sequential learning experience, K-14. What role should an advisory council play in this process?

A. The strategies and methods employed for designing and implementing K-14 learning experiences should be a uniform, sequential (nonrepetitive) approach. Example: Elementary - Awareness
Middle School - Exploratory
High School - Preparatory
There should be a scope and sequence for and with the three above levels. A State level determination of the common idea of career education with objectives should be established from which local areas should select those objectives suited to their local needs and their local scope and sequence. The advisory council should provide review, assessment, and recommendation.

Q. Can the purposes of career education be achieved in the absence of scope and sequence by utilizing the so called "teachable moment" approach where teachers are encouraged to bring out career education concepts wherever and whenever they feel they can? How important is it to systematically expose students to a comprehensive array of career options and opportunities?

A. Strong "No!!!" The "teachable" moment is not enough. Comprehensiveness probably doesn't make much difference at the elementary level. It becomes important when students begin to make definitive decisions; therefore, it becomes increasingly more important. Note: structure should be in response to student's needs.

Q. Have we overplayed the notion of infusion to the point that some schools have been made to feel like failures if they hold a career day or teach a class in career orientation? Is infusion the only vehicle? Can we realistically infuse all of the goals and objectives of career education into the present curriculum?

A. No! We haven't given teachers a means or examples of how to infuse. Infusion is not the only vehicle but it is the most preferred in giving cues for further exploration in careers. Other successful examples include CIS Systems (which is a revision of the DOT Career information) and career education courses. Curriculum is only one delivery vehicle. Guidance and placement may also become infusion vehicles.

Q. What are the planning needs for career education? What should be the content of planning? Should it include facility needs at the various levels? Are there specific levels where special facilities are required? Do local, regional, and State agencies plan cooperatively? What strategies have been used to initiate planning? What resources are required?

A. Planning needs for career education must include a goals-based design including: Needs Assessment, Objectives, Program Strategy, and Program Evaluation. It is desirable that local, regional, and State agencies plan cooperatively but this rarely happens except under crisis or forced decision making. Available funding and contingencies have been used to initiate planning. Required resources include funds, supportive staff, materials, supplies, and guidelines.

The Development of a System for the Dissemination and Diffusion of Career Education

Q. Should we or should we not develop a system of dissemination and diffusion for career education? Is a national network for dissemination viable? Which elements of curriculums are transportable across State, district, and school lines? Objectives? Learning experiences? Organization structures? Evaluation devices? How can unwarranted duplication be avoided?

A. Yes, a national network for dissemination is viable as long as such criteria as goals, objectives, and materials are established, tested, and met for maximum quality (educational content). Objectives and needs are unique from system to system; therefore, the transportability of materials may only be measured by their ability to meet objectives. ERIC and AIM/ARM should be used to avoid unwarranted duplication; however, these systems will require some sort of material information network.

Q. What is happening regionally and nationally on cross-fertilization of projects? What is the status of the assessment of developed products for national dissemination?

A. The timeline from receiving valid material to publication should be shortened. Channels for cross fertilization do not adequately exist, and the screening of developed materials is nonexistent.

GROUP D

EVALUATING CAREER EDUCATION PROGRAMS

Chairperson:	Alice Scates Senior Program Officer and Evaluation Specialist U.S. Office of Education
Group Facilitator:	Elvis Arterbury, Director Partners in Career Education Development Dallas, Texas
Resource Person:	Ellen Lyles Senior Program Officer U.S. Office of Education Region IV

Preconference Survey Results on Evaluation

Respondents to the preconference survey on current issues in career education were concerned about questions that fell into about four general categories with respect to evaluation. These were 1) the role of the U.S. Office of Education in the evaluation of Part C and Part D projects, 2) the content and design of career education evaluation, 3) the status of instrument development for the evaluation of career education programs, and 4) some general and philosophical questions with respect to the evaluation of career education programs.

Questions with respect to the role of the U.S. Office of Education in the evaluation of the federally-administered Part C and Part D projects focussed primarily on the publication, Handbook for the Evaluation of Career Education. Respondents wanted to know:

a) On what philosophical base the handbook was developed, how it was validated, and whether it was too restrictive,

b) Whether it was reasonable to assume that we could measure product in terms of student outcome at this point, and

c) What allowances were to be made for project variations that do not fit all of the elements of the handbook?

Those questions having to do with the content and design of career education evaluation were:

a) Should or should not the design include all of the elements of inputs, processes, and products?

b) Which of the many input factors are measurable and critical to an assessment of career education?

c) How can information about the processes of career education be collected to insure validity?

d) How are the interfaces of inputs, processes, and product measures to be dealt with?

e) What are the appropriate process factors in career education? Are they curriculum, evaluation, dissemination, diffusion? Or, are they student treatments as actually experienced by the child?

With respect to instrumentation for career education, participants wished to discuss:

a) What are the additional instruments that we need?

b) What instruments that now exist have been successful in measuring differences?

c) How does the career education practitioner establish criteria to be used in selecting instruments?

Some of the general and philosophical issues raised by respondents were:

a) Can product assessment be effective prior to the full development of an educational intervention?

b) How can long range impacts be isolated as attributable to an educational intervention? which impacts?

c) What evaluation approaches are recommended for projects operating independently of federal funds?

WORK GROUP FACILITATOR REPORT

Elvis Arterbury

There were a lot of good issues in our group. We probably spent a third of our time trying to decide what those issues were and how we might address them. It finally boiled down to three concerns: first, concerns of why evaluation; second, the concern of roles and responsibilities provided in career programs and experiments in career education; and a third related to the issue of instrumentation. Throughout the discussions I think that most of our energies and anxieties were centered around the guidelines provided to all of us for evaluating Part D projects. I still remain unclear as to whether we gathered here to praise them or bury them. We spent a good deal of time talking about them and I think the concern about those guidelines is reflected in at least a couple of the reports. We finally decided on our issues and then broke them into three separate groups. My participation was in but one of those groups. Each group prepared a brief, written position paper as to what they concluded. If you will forgive me I will read those papers. I cannot speak about the other two groups other than the paper they handed me. It is difficult to paraphrase them or embellish much. I guess the final qualification is that although I am the spokesperson or reporter for the group, that does not necessarily imply full acceptance of the three position papers. The evaluators, obviously, did not criticize themselves.

The first section of the report has to do with the instrumentation issue. This group consisted primarily of practicing evaluators and their concerns centered around the characteristics of sound instrumentation.

The second section of the report deals with the question of "why evaluation?" Our major point was that across the different types of decisions, levels of decisionmakers, and purposes to be served, there are a multitude of techniques and tools and arrangements by which evaluation occurs. Thus in addressing the why, this group concludes that the U.S.O.E. guidelines for evaluation serve essentially but one principal purpose at one level for mainly one type of decision; that is, the accountability purpose, the iterating decision at the federal level. We felt that addressing the question of "why evaluation", looking at levels, purposes, and types of decisions, and placing them in perspective with respect to where the guidelines fit was a helpful exercise.

Finally, a group spent some time worrying about federal, State, and local roles and what they chose to call career education experiments. They say this: federal, State, and local purposes in the frontiers of career education can be best accomplished through a pattern of dual responsibilities for experimentation. Our recommendations are intended to gude the establishment of that pattern, that is, the pattern of dual responsibilities. The group structured their position paper into two levels of experiments--not surprisingly, the federal level being one and the local level being the other.

The group concluded with the comment that the present draft guidelines for the evaluation of career education programs from Development Associates, August, 1974, violate all the principles underlying their recommended experiments.

WORK GROUP REPORT

Instrumentation

The following presentation is intended to provide the practitioner with a guideline for deciding on instruments to measure elements of career education. The factors have not been given priorities, and it is the users prerogative to determine what trade-offs to make. Three major considerations are suggested--validity, reliability, and utility.

Validity

1. Content validity project.
   Which specific project outcomes does the instrument measure?
   How many and which test items are invalid because they include content not covered by the instruction?
2. Concurrent and predictive validity.
   Have these validities been established against criteria which are consistent with the project's objectives?
   What use can be made of these findings?

Reliability

For commercially available tests has the reliability been established against a population which is sufficiently similar to that of the project?

If not, a test of reliability should be considered.

If the test is locally developed, reliability should be established.

Utility

1. Ease of administration (clarity of administration instruction and equipment necessary.)
2. Time required to administer.
3. Quality of the description of what the instrument purports to measure.
4. Cost
   - Can the test be reused?
   - Can it be locally scored?
5. Norming
   - Local
   - National.

6. Level of reading ability required.
7. Are the results valuable to decisions for individual students or only for group norms.

A pilot test of chosen instruments is suggested to determine and eliminate possible testing pitfalls which have been overlooked.

WHY EVALUATION?

Evaluation provides information for decisions to improve and prove programs. These decisions have been categorized (paraphrased from the CIPP Model, Stufflebeam, et al.) as planning, designing, monitoring, and iterating. These four types of decisions relate to specifying intended ends, intended means, actual ends, and actual means. This relationship is depicted below.

PROGRAM DECISIONS

	ENDS	MEANS
INTENDED	Planning	Design
ACTUAL	Iterating	Monitoring

Basically these four decisions relate to the straightforward questions of: 1) where should a program go, 2) how should it get there, 3) is it following its plan, and 4) how well did it achieve its results?

Each of these decisions can be made at different levels (e.g., local, State, and federal) and for different purposes (i.e., improvement and accountability.)

Across these different types of decisions, levels of decisionmakers, and purposes to be served, there are a multitude of techniques, tools, and arrangements by which evaluation occurs. These range from intuitive guesses to empirical results.

Thus, in addressing the "why" question, our group concludes that the infamous Guidelines serve but one principal purpose, at one level, for one type of decision; those being the accountability purpose, the iteration decisions, at the Federal level.

FEDERAL, STATE, AND LOCAL ROLES IN CAREER EDUCATION EXPERIMENTS

Federal, State, and local purposes in advancing the frontiers of career education can be best accomplished through a pattern of dual responsibility for experimentation. Our recommendations are intended to guide the establishment of that pattern.

Federal Experiments

The Federal Government, exercising its research and development role through USOE or NIE, should sponsor and finance large-scale field experiments characterized by:

1. Federally - selected objectives
2. Federally - selected procedures
3. Federally - selected evaluation instruments
4. Federally - selected evaluation designs
5. Federally - selected evaluators
6. Participation by the evaluators from the very beginning of the experiments
7. Voluntary participation by State education departments and, with the approval of the State education departments, voluntary participation by local school districts
8. Ample advance notice and complete disclosure of the full federal plans for the experiments to the volunteering State education departments and local school districts before the experiments begin.

At the conclusion of each experiment the Federal Government should translate the findings into operational advice and transmit it to all State education departments for their own use and for forwarding to all local school districts.

Local Experiments

Simultaneously, the Federal Government should sponsor and finance experiments conducted by local school districts under plans developed by State education departments. The local experiments should be characterized by:

1. Locally - selected objectives
2. Locally - selected procedures
3. Locally - selected evaluation instruments
4. Locally - selected evaluation designs
5. Locally - selected evaluators

6. Participation by the evaluators from the very beginning of the experiments
7. Voluntary participation by local school districts
8. Ample advance notice and complete disclosure of the full State plans to the volunteering local school districts before the experiments begin.

At the conclusion of each experiment, the sponsoring State education department should translate the findings into operational advice and transmit it to the Federal Government for its own use and for forwarding to all other State Education Departments for their own use and for subsequent transmission to all local school districts.

The present Draft Guidelines For The Evaluation Of Career Education Programs (August 15, 1974) violates all the principles underlying these recommendations. The guidelines, in their present or modified form, should be used exclusively for federal experiments of the kind recommended above.

GROUP E

IMPLEMENTING CAREER EDUCATION AT THE SECONDARY LEVEL

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Group
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Resource
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U.S. Office of Education
Region II

WORK GROUP FACILITATOR REPORT

R. Robert Adkisor

First, I have a message for Billy Pope. I would like to say to him that he can relax, that our material is neat, well organized, and loosely stated and will be transmitted in that order.

I would like to give special thanks to the subchairpersons in our group, Les Thompson and Tom Schrodi, who handled the area of curriculum development, Matt Cardoza, who chaired the group on placement, and Jane Robertson, who handled the group that worked on guidance. We have some 20 pages of comments that I am going to turn in for a report. I have asked those groups to make a summary statement and that is what I am going to present to you.

Working with the area of curriculum in the implementation of career education at the secondary level can be kind of a traumatic process as there seems to be more resistance to implementing change at the secondary level than at the junior high level. A great deal of thought and foresight and planning needs to go into the implementation of career education or anything similar at the secondary--meaning both junior and senior high school--level.

Steps for implementing career education are listed by the subcommittee on curriculum as follows. First it was felt that one should coordinate the career education program with the superintendent and the school board. This has been stated berfore; but I think it should be stated in each case because, without that kind of commitment, success will be spotty and short-lived, in all probability. Second, organize an advisory council composed of citizens from the community including students, parents, and businessmen in industry. You should have them approved by or at least endorsed by the board of trustees or the board of education in the local school systems, so that there is an official liaison between the school system and community. Three, coordinate the career education program with the building principals. This is something that has in some cases been a difficult area. The district may be committed. The board may be committed. But if the building principal does not constantly supervise and promote the development of this curriculum, he is going to lose the ball game right there; the school district will lose also.

Coordinate the career education program with the department chairpersons and the curriculum specialists. These are the people on the front line and they are the ones who are going to be convincing, if that is an appropriate phrase. They must be convincing in order to influence the teachers who will be implementing the curriculum in the classroom.

We talked about change in our group and this is probably an area where change is most difficult. Secondary schools tend to be more traditional than elementary schools. Change of this type becomes a major undertaking to many of them. Providing inservice to meet the needs of teachers in all subject areas is one of our recommendations. Teachers should identify what they are presently teaching and, through inservice programs, integrate the career education concept into the curriculum. They must have both a base of curriculum and lesson plans developed around career education and there is a lot of assistance needed here. This is where your curriculum specialists are going to have close involvement. One should integrate the career education concept into the curriculum using a large variety of activities so that interest, motivation, and involvement are a major part of the activities planned. Use department chairpersons as lead teachers or have the department chairperson assign a lead teacher. This individual is specifically responsible for implementing the career education concept into the curriculum. You need to provide over-the-shoulder assistance to each teacher as needed so that they have the confidence and security necessary to move the change along. I think that as an overview, those are the detailed responses to the questions we had on implementing career education into the curriculum.

Another area that we dealt with was that of placement--the placement of students in the world of work. The committee reviewed the questions and made certain assumptions. First, they limited their reactions so that they related only to job placement and not educational placement. This was a constraint which they placed upon themselves. They then determined that the questions could be answered by assuming the existence of a clearinghouse to handle all placement activities. One specific suggestion is how that clearinghouse can be implemented. Since this data will be used on a national level, our recommendation must be suggestive and general in nature.

Another section dealt with was guidance. I have a rather comprehensive report there also but I am going to sum it up into one statement. No longer can a counselor operate only on a one-to-one basis. We wrestled with this problem rather extensively; and, because of the shortage of personnel and people who are trained in career guidance and counseling, there has to be new types of training for them. It was felt that most of our counselors or many of our counselors are not trained in the group processes of counseling. This is basic and fundamental if we are to succeed in guidance and counseling for career education.

Career education dictates that counselors develop the competencies of a resource person. Counselors must be involved in changing their own roles. That is a rather significant statement. It is felt that the job descriptions are too often dictated by people other than those in counseling. Maybe counselors' roles have developed historically and do not include the kind of tasks which are necessary for career education to be successful. Counselors must be involved in helping develop the guidance part of the instructional program. It was felt that whenever the cluster teams, or whatever you wish to call them, come together to develop the instructional program for career education at the secondary level, counselors should be involved. The guidance personnel must literally be sitting in those groups as participating individuals on a continuous basis or the guidance components for career education will not be implemented. This is one of the reasons why it was stated that the guidance personnel must be instrumental in writing their own job descriptions and changing their own roles.

WORK GROUP REPORT

Secondary Curriculum

The work group on secondary curriculum for career education feels that the following steps are essential to successful development and implementation at this level:

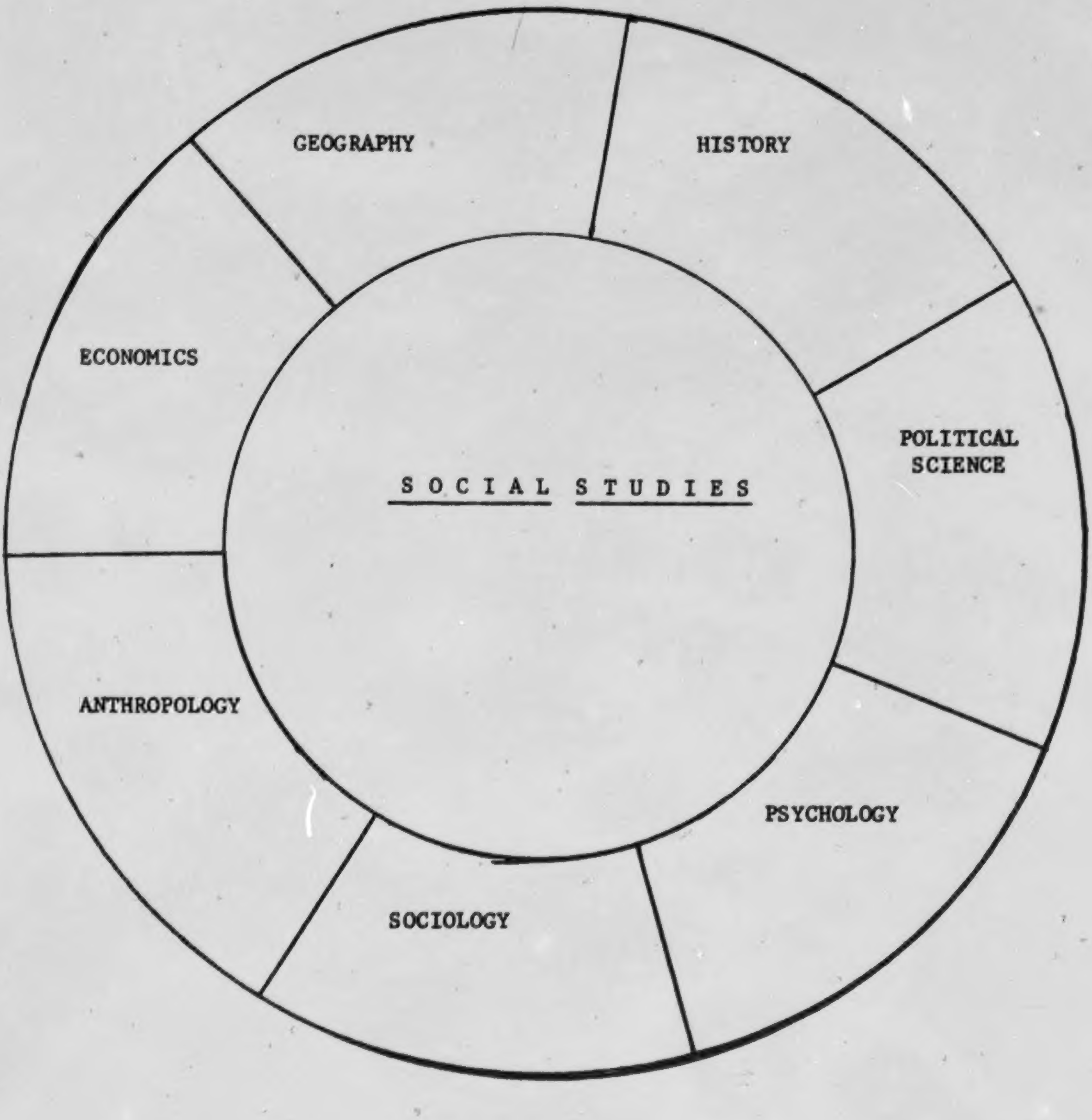
1. Coordinate the career education program with superintendent and the school board.
2. Organize an advisory council composed of citizens from the community including students, parents, businessmen, and industry representatives and have them approved by the Superintendent and Board of Education.
3. Coordinate the career education program with the building principals.
4. Coordinate the career education program with the department chairperson and curriculum specialists.
5. Provide inservice to meet the needs of teachers in all subject areas.
6. Teachers identify what they are presently teaching and, through inservice programs, integrate the career education concepts into the curriculum.
    a. Teachers must have a base of curriculum and lesson plans.
    b. Staff analyzes the lesson plans to insure comprehensiveness. (Refer to Attachment A and Attachment B.)
    c. Teachers integrate the career education concept into the curriculum using activities.
7. Identify department chairpersons as lead teachers or have department chairperson or the principal assign a lead teacher.
8. Staff and lead teachers provide over-the-shoulder assistance to each teacher as needed.

The folowing section represents the work group's suggestions in response to questions raised in the preconference survey that were related to the secondary career education curriculum.

Q. How might teachers or counselors get students involved in planning career programs to meet their own need?

A. a) Needs assessment surveys or student interest survey.
b) Advisory council members.
c) Involve them in career education youth organizations.
d) Allow students to do research into careers in academic and vocational subjects.
e) Allow students to explore subjects in depth.

Attachment A


GEOGRAPHY
HISTORY
ECONOMICS
POLITICAL SCIENCE
SOCIAL STUDIES
ANTHROPOLOGY
PSYCHOLOGY
SOCIOLOGY

Career Education - John Geston
Central High School
Devil's Lake, ND 58301

f) Give students the opportunity to explore occupations with personnel from business and industry, fathers, mothers, and/or others.

Q. How does one implement effective career education inservice at the secondary level for all teachers?

A.
- a) Provide an opportunity through a summer inservice program for teachers to explore occupations in business and industry.
- b) Allow teachers to shadow business and industry personnel.
- c) Hold summer inservice to infuse the career concept into the present curriculum.
- d) Provide release time for teachers during the school year with substitutes being paid by the project (to visit other teachers, schools and different levels of education, business and industry, etc.).
- e) Arrange for credit on salary schedule or college credit.
- f) Pay substitutes for teacher to assist in inservice program where that teacher is providing the training.
- g) Conduct inservice training programs in conference rooms of business and industry.
- h) Use teachers teaching teachers.
- i) Use teachers to develop curriculum guides, list resource materials, etc.
- j) Find the "teachable moment" in 8th grade science where key word such as "Neon" results in a technician using or working with neon signs being brought in.

Q. Should parent approval be secured for involvement in career education programs?

A.
- a) No--because the career education concept should be an integral part of the total curriculum.
- b) One might have a program in the school to educate the parents to the concept, however.

Q. What methods have been successful for "infusing" career education elements into the secondary program?

A.
- a) Inservice.
- b) Get students involved.
- c) Involve the community personnel.
  - 1) Use T.V. time to air films citing needs for career education.
  - 2) Spot promotions on T.V. showing need for career education.

3) Provide programs for service clubs--slides, movies, students, etc.
4) Use success stories if available.

Q. Is the career education process scattered randomly or is it in all disciplines at the secondary level?

A. a) In most cases it is probably scattered because one generally starts with interested teachers.
b) With proper leadership all teachers should integrate the concept into their ongoing curriculum.

Q. Should curriculum changes towards career education be adopted only in pilot schools throughout a district?

A. Generally it is started only as a pilot in one school so it is manageable but the ultimate in career education would be to have it in all the curricula in every classroom in the district.

Q. How is current curriculum made relevant to future job placement?

A. a) Through surveys.
b) Placement and follow-up.
c) Needs assessment and long-range needs.
d) Involving community leadership especially those that will eventually hire the students.
e) Including values or human relations occupational survival skills in the curriculum.

Q. Can the career curriculum involve the cluster concept at the senior high level?

A. a) Definitely--it is being done in some regions at the present time.
b) Community involvement can easily come about through clusters. (For information about one, write to Richard Gabriel concerning the communication and media cluster in the Junior High School, Des Moines Independent School District, 1500 Grand Avenue, Des Moines, Iowa.)

Q. What other career education resources are available for teachers, aside from development of new curriculum guides?

A. a) Opportunities to attend inservice meetings with various university groups, private organizations, State level meetings, local level meetings, national meetings, and other career education projects.

- b) Professional magazines, etc.
- c) Private companies will furnish materials and consultants--such as Bell Telephone, Coca Cola, etc.

Q. How can we bridge the gap between vocational education and academic education?

A. a) Interdisciplinary planning.
- b) Visits by students and teachers to a comprehensive vocational department.
- c) Courses entitled "math in construction", etc.
- d) Career math.
- e) Peer teaching--demonstration by high school students to other high school students or to junior high or elementary students.
- f) Contract instruction between students and teachers.
- g) Teacher education programs--provide the opportunity for academic and vocational teacher courses in college to assist teachers in understanding that every occupation requires skill training.

Q. How is the guidance component involved in the total education process?

A. a) Follow-up and placement.
- b) Any teacher who is producing or providing career education activities is performing a guidance function.
- c) Faculty advisors--assign 15-20 students to each for career advice.
- d) Giving students individual counseling on understanding themselves and their abilities and limitations.
- e) Provide counselors the opportunity to work with business and industry during the summer as interns.
- f) Have counselors give more guidance to teachers who can in turn pass it on to the students.

Q. What are the roles of the academic teacher in a career education program?

A. a) Increasing career awareness of young people.
- b) Bringing out career implications in subject matter in order to motivate students.
- c) Every academic classroom is a career education classroom.
- d) Work attitudes should be taught by all teachers.
- e) Human values should be taught by all teachers.
- f) Teaching decision-making skills.

Q. How do you change the content orientation of teachers?

A. You don't change content; you integrate career education concepts into the curriculum. Some suggestions for doing this are as follows:

- a) Show teachers how to integrate career education concepts into their subject-matter areas by utilizing:
    - 1) Practicing teachers,
    - 2) Ongoing programs and practices,
    - 3) Existing resource materials, including textbooks,
    - 4) Methods that will keep teachers informed about current career education classroom activities,
    - 5) Different approaches with sample materials for developing instructional units.
- b) Involve teachers in interdisciplinary curriculum development.
- c) Work with teacher-training institutions on preservice programs.

Q. How are the career education needs of the disadvantaged and handicapped being met?

A.

- a) Through sheltered workshops.
- b) Teach teachers of handicapped and disadvantaged--use SRA kits effectively and appropriately.
- c) By teaching these students the characteristics of a good work ethic in order that they may become productive, contributing members of society.
- d) By establishing work-experience programs in order that they may develop a salable skill which will aid them after their formal educational experience is completed. Placement and follow-up are needed.
- e) By informing the business community of the potential and capabilities of these students so that the business community is cognizant of their abilities in a work world and the possible contributions they can make.
- f) By using role playing situations, students can visualize a number of possibilities in which they can be participating members of our work force.

g) Teaching the problem method of solving situations
h) Understanding competencies needed in order to handle career education in the classroom.
i) Planning and delivering related academic skills as they are needed in occupational or vocational preparation programs.

Q. How can career education be expected to serve all students, when preparation opportunities are available in only traditional vocational careers?

A. It is a matter of semantics and depends on what society classifies as a salable skill. (For example: the career education concept believes that proficiency in English is just as salable a skill as proficiency in welding.) The above mentioned statement reflects that career education permeates all disciplinary areas.

Q. What is career education like at the high school level?

A. Career education at the high school level is a concept or process infusing and transcending all disciplinary boundaries of the curriculum. It encompasses all career education elements common to the elementary and junior high school levels; e.g., self-awareness, decision making, career-awareness, appreciation and attitudes, educational awareness, exploratory activities, and economic awareness.

Emphasis at the high school level should be placed on career preparation, be it job-entry level, preparation for further skill training, or advanced education. Career preparation should include a variety of teaching and program strategies, providing students with career experiences in the classroom, in school laboratories, and in the community.

In order to assist the student in reaching his career objectives, placement activities--including career placement skills--are an integral part of the high school career education concept. Through career education activities, students can perceive their individual lifestyles and lifetime skills through a better understanding of their own personal and community needs.

Q. Who assumes leadership role of career education at the high school level?

A. As in all aspects of high school operation, the principal must be allowed to assume leadership of career education in order to avoid usurping his authority and so that all members of the faculty know that he is in favor of the program. Depending on size, structure, and funding, a key individual such as the assistant principal, counselor, building coordinator, or lead teacher should assume planning leadership subject to the review of the principal before implementation.

Q. Who assumes leadership role in funding of career education at the high school level?

A. Depending upon the source of funding--federal, State, or local--the assigned career education coordinator at that level contacts the school superintendent, through whatever channels are required, and furnishes the superintendent with a proposal of sufficient depth to allow the superintendent to assume leadership in determining the funds that will be used.

Q. How does one go about obtaining space for career information centers?

A. a) Establish a need through meetings with:
    1) Administrative personnel,
    2) Building principal,
    3) Counselors,
    4) Librarians,
    5) Teachers.
  b) Suggested sites:
    1) Library,
    2) Guidance office,
    3) Separate room.

Q. What does career education hold for the individual student?

A. Career education holds for the individual student increased options through a program of academic and/or vocational training and skill development, in-school and out-of-school exploration and activities, increased self-awareness, and decision making abilities.

Q. What is the effect of open entry - open exit upon career education at the secondary level?

A. It requires a strictly individualized, competency-based curriculum. It is believed to work better in an area vocational school setting or in programs for out-of-school youth and/or adults in a community college setting as opposed to programs for in-school youth at the secondary level.

Placement at the Secondary Level

The following questions were raised in the preconference survey with respect to placement:

1. How is the total placement program coordinated when cooperative programs, work experience, and job entry are all involved?
2. What channels are used to notify interested persons (i.e., cooperative coordinators and/or students) of job openings?
3. What screening process is used to match student and job?
4. What system is used to prevent multiple contacts with potential employers?
5. What type of relationship does a secondary career education program have with employment agencies?
   a. For part-time work experience.
   b. For placement into full-time work.
6. What methods are being used to follow up on-the-job placement of students?

Work Group Response

Students not enrolled in a vocational education curriculum with cooperative work experience may also wish to work, and some provision should be made to accommodate them. Career education programs and guidance counselors are developing job interests and expanding the need for more detailed placement procedures. This increased responsibility for job placement requires either additional personnel or a reorganization of present staffing. While recognizing that educational placement and all future career plans are integral parts of the career education function, the committee directed itself to questions which more specifically related to work placement activities, both paid and unpaid.

In an effort to coordinate the various sources of job opportunities for students within the community, it is suggested that a clearinghouse concept be developed. The functions of the clearinghouse should be to:

1. Coordinate all placement--credit, noncredit, paid, unpaid, and volunteer--for all students including but not limited to cooperative, work experience, work study, and initial job entry.
2. Notify all interested parties of job openings (students, coordinators) by use of daily bulletin, public address system, bulletin boards, etc.
3. Screen to match students with jobs, by holding exit interviews with

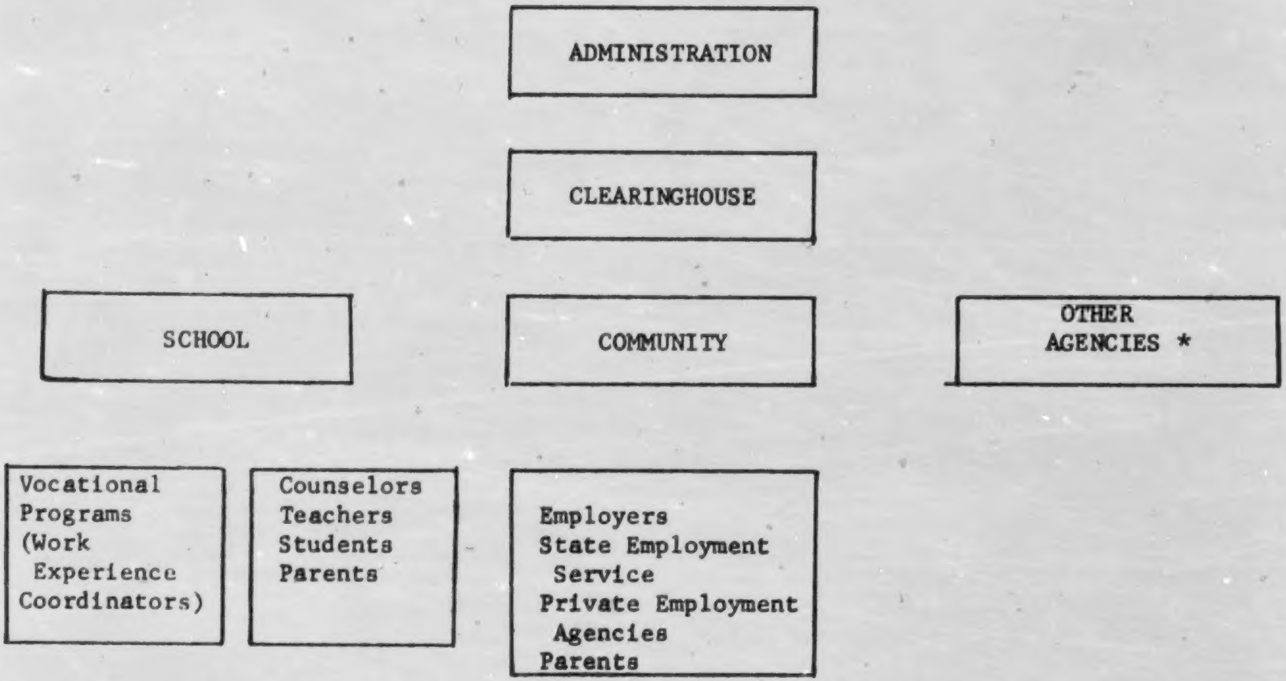
all seniors to determine their interests, likes, dislikes, career plans. Students might go through the process of applying to the employment security office if for nothing more than the experience of being interviewed.

4. Prevent multiple contacts with potential employers. Establish a public relations program that educates the employers to submit needs to the clearinghouse. All staff members involved in placement activities (co-op coordinators, distributive education teacher-coordinators) would still work with employers but on a planned basis so that two, three, or more would not "drop-in" on an employer at the same time.
5. Cooperate with employment agencies, public and private, for part-time as well as full-time referrals. Benefit from computer linkups, job bank data, local, regional, and national employment information.
6. Follow-up should be provided:
    a. By work experience coordinators for job performance, strengths, weaknesses, credit, attendance.
    b. By placement staff to verify: openings, acceptance of referees, projected needs, and new or developing opportunities.
    c. For periodic evaluation of former students--changes in curricula, growth on the job.

We recognize that no two school systems are identical. These are offered as ideas to be adopted as is, modified, or fashioned to fit local needs.

Regardless of what is done you must obtain administrative support and should conduct inservice programs for all who will be involved.

Suggested Structure for Clearinghouse Concept in Placement


ADMINISTRATION
CLEARINGHOUSE
SCHOOL
COMMUNITY
OTHER AGENCIES *
Vocational Programs (Work Experience Coordinators)
Counselors
Teachers
Students
Parents
Employers
State Employment Service
Private Employment Agencies
Parents

*CETA
Youth Services
Urban League
Service Clubs

Guidance and Career Education at the Secondary Level

The subgroup responsible for the guidance aspects at the secondary level elected to respond individually to each of the questions arising in the preconference survey. Their responses follow:

Q. How does one motivate the crucial personnel essential to the development of a comprehensive guidance and counseling program in career education?

A. There must be both verbal and financial support from the top administrative people in the school system, and there must be strong support of the building principal for career education.

Q. Should student organizations be used in the secondary career education program?

A. Students should have some input into career education activities, but consideration should be given to involving all ranges of organizations and not just organizations which are composed primarily of the college bound students (Student Council, and National Honor Society). A Career Education Planning Committee could be organized for the purpose of providing student input and should be composed of a cross-section of the student body.

Q. How are counselors actively involved in career education?

A. Counselors should be involved in visiting in the community and acquiring resource people for use in the classroom. Counselors should be involved in helping develop the guidance part of the instructional program at the time teachers are developing curriculum. Counselors should set up a job-audit program designed for the academic student who needs some experience supervised by a counselor. Counselors at the high school level should be more involved and knowledgeable about what is happening with students in career education at all levels so that the secondary level is closely tied together with previous experiences of those students. That coordination should also extend into the post-secondary period. Counselors should tie the career education program to agencies outside the school. This would be to the benefit of drop-outs as well as graduates. Realistic follow-up studies should be done by counselors of how many students actually finish colleges and other post-secondary schools and with what type of degrees. Counselors should be involved with follow-up of students not in colleges to find out the effect of career education activities. Counselors should tie together guidance services to include placement and guidance. Counselors should be used as curriculum development consultants working with teachers and helping integrate career education into the various disciplines. Counselors should be used as personnel who demonstrate useful practical career guidance techniques in the classroom so that teachers could then use the techniques themselves. Counselors should become more involved in learning group guidance techniques. Counselors need the assistance of paraprofessionals to help operate career guidance centers. Counselors should rotate in their supervision of the career guidance center in order to become familiar with the materials. Counselors should participate on advisory committees.

Q. Are students made aware of educational possibilities in their field of interest at the post-secondary level? graduates? in junior colleges or universities?

A. There should be provisions made for people to reevaluate career alternatives after high school. It is desirable to have career guidance services available at the post-secondary level which best fits the local community.

1. Mobile career guidance center,
2. Junior College,
3. High School,
4. Department of Employment,
5. Or a combination of the above.

(Post-secondary includes those students in structured training programs as well as those changing careers.)

Q. Should counselors be used as in-house coordinators for the career education program?

A. This function should be given to a person designated for the specific purpose--perhaps the curriculum coordinator. Counselors should, however, be part of that function, but not necessarily in charge of it.

Q. Do counselors implement units of study in the classes or are they a planning resource for teachers?

A. Counselors should be primarily resource agents, but should be able to demonstrate group techniques for teachers.

Q. What steps can districts take to promote more group counseling and less administrative trivia and scheduling duties for counselors?

A. Counselors can schedule group activities periodically to maximize the unavailability for administrative responsibilities. Counselors should be encouraged to perform a task analysis in order better to define or redefine their activities.

Q. What are the characteristics of a good guidance program in career education?

A. The guidance program must be supported verbally and financially by the administration of the school district, including the Board of Trustees. The guidance program must have components to serve all students at all levels. The guidance program must be a coordinated articulated system at all levels. The guidance program must be tied into curriculum development and curriculum implementation. Inservice training must be a part of the guidance program. The guidance program must have clear-cut, realistic objectives and goals. Career education is a part of the guidance program, not separate services. The guidance program should have a career resource center as a part of its information center. Guidance must be tied closely with placement. Guidance programs should serve as a bridge between the vocational programs and the other instructional programs in the school. Guidance should use the Advisory Committee to strengthen the career education and the guidance program. Guidance needs a good dissemination program or a public relations effort. Guidance programs should use media presentations, etc., in their public relations efforts. Guidance programs must have a good evaluation system, based on the identified goals and objectives of the program. Guidance programs should maintain a strong contact with parents. Guidance programs should establish a better system of maintaining records for useful data collection.

Q. What parts do APGA, AVA, and NEA play in career education?

A. Professional organizations should support career education in written policy. State departments of education or U.S.O.E. could sponsor joint conferences between national professional organizations to coordinate career education.

Q. What are the objectives of vocational counseling?

A. Provide information, appraisal of interests and aptitudes, a referral system, placement, follow-up. There must be strong ties between vocational counseling and placement. Vocational counseling should not be isolated to a vocational counselor because vocational or career guidance is a responsibility of all guidance and should be treated broadly.

Q. How do you get guidance counselors to see that guidance should be a developmental program and that placement is included in their role?

A. Counselors should be involved in establishing their own roles.

GROUP F

PREPARING TEACHERS FOR CAREER EDUCATION

Chairperson: Lloyd Briggs
Oklahoma State University
Stillwater, Oklahoma

Resource Person: Earl Dodrill
U.S. Office of Education
Region III

WORK GROUP FACILITATOR REPORT

Lloyd Briggs

I am representing Group F who wrestled with the topic of preparing teachers for career education. Our group facilitator had to leave yesterday afternoon so, as chairman, I am reporting for the group. We began Tuesday with 25 members and by yesterday afternoon we had lost three and gained one so we ended up with 22 members. I felt this was a pretty low rate of loss. We had a very good group and a very vocal group. I think that everyone in the group had something to say and with considerable conviction. We divided into three small groups and tried to think about some of the things that we should be considering. We started off by trying to identify some of the problems and issues in preparing teachers for career education and we discussed some of the problems in the institutions as they develop preservice and inservice programs.

I am pleased that each of the groups accepted a problem and really worked on it. One group took the area of preservice education and worked on strategies for infusing the career education concept into our preservice programs. They came up with several ideas. Then they looked at the area of curriculum and talked about some of the things that had to be done with the curriculum to get career education into the teacher education program. They looked at the area of personnel and what needed to be done with people in the teacher education programs. Do we need to throw them all out and start all over or do we need to have some kind of inservice training programs for them? How do we go about this and what do we do? They looked at resources, both human and material. They looked at activities which might be necessary to get the career education concept into the preservice teacher education program.

The next group looked at the inservice area. They covered some of the same things here, but they went beyond and looked at the ways in which the institution could better serve local schools and teachers at the local level through inservice programs. I am not going to go over the details of what they came up with, but essentially they came up with a procedure for developing interesting programs to meet local needs.

Then we decided that there is another area that we need to look at--the relationships between teacher education institutions, State departments, and local schools. We felt that in many cases we do not have the kind of working relationship needed for training career education personnel. This group worked on strategies for mutual support between teacher education and (1) State departments, (2) local schools, and (3) other types of agencies. They came up with some ideas that could be used to bring these groups together so we can have mutual cooperation and support among the three areas. They came up with some very helpful recommendations, as you will see from their work group report.

WORK GROUP REPORT

Lloyd Briggs

The group began with an attempt to identify problems and issues in career education and then moved to suggested strategies for infusing the career education concept into the total teacher education program. It should be pointed out that the problems and issues identified and the strategies listed were intended not to be all-inclusive but rather to be suggestive as to ideas which might be considered by an institution as it moves to implement career education.

PROBLEMS AND ISSUES

The problems and issues were grouped into three categories: (1) those of a general nature, (2) those which are generally within the institution, and (3) those which generally relate to situations and conditions outside the institution per se.

Problems of a General Nature

One of the major problems was thought to be the prevailing *negative attitudes* and the *general skepticism* among teacher educators about the career education concept. This problem must be erased if the concept is to be accepted by college and university personnel and implemented into teacher education programs. This problem may be due to a lack of knowledge and understanding of career education on the part of teacher educators and it could be the result of a misunderstanding about the concept. The group felt that there still is some *lack of a common definition* of career education. There seems to be considerable variation in the perceptions of those who are actively promoting the concept relative to what it is and can do for American education. Another concern was the apparent *lack of a knowledge base* for career education. Is there some common base or foundation for career education or is it strictly a philosophical concept which permeates all aspects of education? It was felt that this issue and the definition problem may have a bearing on the attitudinal problem discussed previously.

In discussing the problems associated with implementing career education into teacher education, it was felt by the group that there may be some disagreement or lack of definition as to the nature of preservice and inservice education. This, of course, may be more a problem of semantics than anything else. There seems to still be a *lack of information relative to teacher competencies* for career education. What, specifically, does the teacher need to know for career education which is substantially different? Are the teaching skills different, or is the approach or format for instruction different, or is it the curriculum content, or some of each plus other factors? Until this is determined with some degree of certainty, there is the problem of *content for teacher education programs*. There were other general types of problems identified but these listed were foremost in the minds of the group.

Problems Generally Within the Institution

There was considerable concern relative to an apparent *lack of direction* even in those institutions which are trying to implement the career education concept. There is *interdepartmental jealousy* in some institutions over who will have greater responsibility for moving career education within the institutions. Counseling and guidance personnel think it is a guidance responsibility and that they should have authority for its implementation and coordination in the teacher education programs. Curriculum and instruction personnel feel that they should have authority for its implementation. And vocational education personnel think they should have major authority because most of the financial support to date has come from vocational education. On the other hand there are some institutions in which each department is somewhat *apathetic* and maintains that it wants no part of the idea and if anyone does it, the other departments will.

There was considerable concern expressed over the apparent *lack of a theoretical framework* for career education and the resultant problem of how it fits into a teacher education program. Rigidity of existing curricula and courses was seen as another major problem. Many departments are reluctant to change or modify their curriculum because it might create problems in terms of restructuring and changing faculty assignments. Faculty members are reluctant to change or modify their courses because this would mean changing their course outline and materials and they would need to broaden or redirect some of their thinking and activities. It was felt that this problem will not be solved easily. Until some of the above problems are overcome, most teacher education institutions have a totally inadequate delivery system for career education.

In addition to the problems listed above, there is a serious *lack of commercial materials* for career education in the teacher education programs. There is a considerable amount of materials for use in the public schools at most levels but not for professional teacher education courses. The career education concept, it was felt, must be written into the textbooks which are used in the teacher education program.

Problems Outside the Institutions

One of the major and more serious problems is the lack of definition of the university role in teacher education for career education. There was feeling expressed by some that the teacher educators have not shown an interest in promoting career education so the State departments must maintain major responsibility for working with the local teachers to provide inservice training. Others felt that the teacher educators had not been given the opportunity to get involved but could make a considerable contribution if allowed to do so. The feeling was that in most cases teacher educators would be more than willing to work with both local and State department personnel in any way possible to improve the whole of education. There were others who expressed the opinion that the local schools probably could do more than any other group to provide leadership in promoting and implementing career education because they are where the action is. The feeling was that State departments could serve best by facilitating cooperative efforts between local schools and among local schools and teacher education institutions. This would be a coordinating role. Teacher education institutions should be encouraged to infuse career education into the preservice programs so that new teachers emerge from the programs with a thorough understanding of the concept and how to develop a career education orientation to their classroom instruction. State departments, through special funding arrangements, should attempt to facilitate cooperative efforts between teacher education and local schools for their inservice training. The end result would be a three-way partnership among local schools, State departments of education, and teacher education institutions in which each agency would have a significant responsibility for a mutually supportive effort rather than the three groups criticizing each other to the detriment of the children and youth to be served.

Other problems identified which are in the category of being outside the institution proper were the apparent lack of strategies for involving noneducational groups, organizations, and agencies. If career education is to prepare people for the "real world" why isn't the "real world" brought into the act? There are unlimited resources available in most local communities which are virtually untapped. There seem to be little if any efforts to acquire noneducational allies to help support and move ahead the career education effort. Few State and Federal legislators know what it is all about and what implications it has for education in their State. Little effort has been made to establish effective communication links to inform the general public. Educators have been talking to educators with almost no effort to inform parents and other community personnel.

Though it was agreed that many of the problems and issues relative to infusing career education into teacher education were only now beginning to surface, it was felt that those identified here were sufficient to work on for this conference.

STRATEGIES FOR IMPLEMENTING CAREER EDUCATION INTO TEACHER EDUCATION

As the group began to consider strategies for implementing career education into teacher education, it was agreed that there were three major areas of concern: (1) preservice teacher education, (2) inservice teacher education, and (3) strategies for mutual support between teacher education and (a) State departments of education, (b) local schools, and (c) other agencies and groups within the community and State. In the case of both preservice and inservice education, the strategies were grouped under four main categories: (1) curriculum, (2) personnel, (3) resources, and (4) activities.

Preservice

Though there is considerable overlap between preservice and inservice categories which follow, it was felt that each should be treated separately to prevent restricting the thinking of the group.

Curriculum: It was generally felt by the group that an institution implementing career education into its preservice programs should consider developing one or more courses specifically on career education for awareness and general understanding plus integrating the concept into all of the professional teacher education courses. Career education could be only one course of a general nature with the hope that specifics would be attained in the other professional courses. The other possibility would be a basic course of a general nature on career education to be followed by a second course for elementary majors and another second course for secondary majors. It should be noted, however, that the career education course(s) would not eliminate the necessity to infuse the concept into the professional courses as well. In addition, it probably would help if the teacher education program is developed with a competency-based approach.

Personnel: One of the obvious needs from the standpoint of personnel is to arrange for inservice education on career education for teacher educators. It also would be helpful to develop strategies for personnel exchanges between teacher education and State departments and between teacher education and local schools. This probably could be accomplished more easily than some people imagine. It might be helpful also to arrange for mini-internships in business and industry for appropriate teacher educators.

Resources: Most communities have a wealth of resources which would be readily available. In addition to orienting teacher educators and helping them learn more about careers, business and industrial personnel as well as local educators and State department personnel generally are available to assist with classes for teacher education majors. Also, personnel from other professions and groups generally are agreeable to visiting a class to talk with students or to having the class visit them--or both. Retired persons are a tremendous resource and usually anxious to assist in such an effort.

It sometimes is necessary to secure additional funds to support the initial move into implementing career education. Frequently small sums for a worthwhile activity of this nature are available from State departments of education as well as from certain federal programs. Another source to investigate for possible financial assistance is private agencies and foundations. It is not uncommon for private companies within the community or State to agree to provide small amounts of funding if approached in the right manner.

Activities: Implementation of career education on a total teacher education basis requires the initiation of several special activities. It requires considerable departmental and institutional planning of both a short-term and long-range nature. It requires cooperative efforts between and among departments so that programs of each compliment those of the others. It requires a greater degree of interaction among teacher education faculty than has generally been done in the traditional programs. It will be necessary to involve local schools and State departments in different ways so that each agency is making input and providing leadership for areas in which they have expertise. University and college faculty in the disciplines outside of education must be involved in new and different ways. Effective implementation of the career education concept in the teacher education programs will require a total effort of all faculty and all resources available.

Inservice

For the purposes of this report on the discussions of the teacher education group, inservice education refers to instructional or training programs for educational personnel who are currently employed in an ongoing school situation. The philosophy and justification for inservice education on career education are very well expressed by Dr. LeVene Olson of this group who made the following statement.

"Planning for the inservice of educators who are currently in service of the local education agency is based upon how the planner views those who are to be provided with inservice. If teachers, counselors, principals, and supervisors are viewed as incompetent, inservice efforts will be remedial in nature. When the above premise is used as the basis for inservice, the approach used is usually quite impersonal with very little involvement and commitment on the part of those receiving the inservice. On the other hand when educators are viewed as professionally competent individuals who can be assisted in their continuous intellectual growth, inservice will be oriented differently." The approach to inservice which is suggested in this publication is based on the following assumptions:

1. Educators are self-directing.
2. Educators are professionally competent.
3. Educators are intellectually curious.
4. Educators are interested in professional growth.

These assumptions dictate that inservice be planned and conducted in a climate which will support professional growth by providing educators with an opportunity for personal involvement, ego support, social mobility, introspective articulation, feedback, and professional dialogue. A method of providing the kinds of experiences which are based on the above assumptions requires that a dual focus be employed. The inservice should possess both process (human relations) and task (planning, development, implementation) functions.

Many worthwhile innovative programs fail because of inadequate attention to the human relations or process phase of the venture. Although technical and informational components are often highly functional and relevant, process problems may intervene to minimize the potential effectiveness of the effort. In order to avoid this barrier to program implementation, inservice with a dual emphasis designed to focus on both the process and task elements of program implementation and change is suggested. (Volumes I through IV of the Handbook of Structured Experiences for Human Relations Training is one of the best sources available for practical approaches to human relations.) When time permits, the first inservice session should open with the process focus and then move into the task component. The specific areas on which the first session should focus are staff and group development, team building, and the creation of a consultative helping relationship between staff and teachers, counselors, and principals. Experiential situations may be created which allow participants to learn first-hand about effective communications, consulting problem solving, planning, feedback, group decisionmaking, and team work.

Data gained from verbal contact with educators indicate that the two-pronged (process and task) approach of the inservice results in the development of a cohesive, committed team of teachers, principals, and central staff personnel unified around the career education concept with skills in the technical or informational aspect, as well as competence in such process areas as communications, cooperation, and problem solving. This combination can be the key to a successful project which facilitates central staff and building staff integration and accelerates the development and maintenance of teamwork and consensual behavior.

The focus of much of the inservice is on the development and implementation of career education units which are supplementary to the existing curriculums. The units are an approach to systematically developing and inserting career education learning experiences into existing school subjects.

Educators must recognize that curriculums and curriculum units provide the climate in which teachers are able to function. The career education units may suggest learning experiences, which appear to be meaningful for students; yet the units in and of themselves will not guarantee relevant learning experiences for children and youth.

The teacher's role is of central importance in the education of children and youth. The teacher possesses the ability to take mundane learning experiences and transform them into meaningful learning experiences by being sensitive and responsive to the needs and concerns of children and youth.

One of the basic assumptions mentioned earlier is that educators are professionally competent individuals. Yet, because educators are sensitive to the needs and concerns of children and youth, they seek ways to grow professionally. Hopefully, effective inservice and the development of career education units will help create a climate in which educators can become more responsive to the needs and concerns of children and youth.

Educators possess a vast store of knowledge of course content and considerable expertise in teaching methodology. Because of this expertise and the evolving nature of career education, the climate for inservice should be contemplative rather than authoritative. The structure of the experiences affords educators the opportunity to answer the questions: What? So What? and Now What? Briefly, these questions relate to:

1. WHAT is career education?
    1.1 How does it relate to my students?
    1.2 How does it relate to subject?
    1.3 How is it taught?
    1.4 How does it relate to the community?
    1.5 How will I find time to teach it?
    1.6 How does it relate to the changing career world?

2. SO WHAT difference will it make for the student?
    2.1 Does it make school more meaningful?
    2.2 Does it increase academic achievement?
    2.3 Does it increase the maturity of students?
    2.4 Does it decrease cultural shock?
    2.5 Does it promote self-understanding?
    2.6 Does it help students make decisions?

3. NOW WHAT can I do to implement career education?
    3.1 Will I receive assistance from supervisors?
    3.2 Will additional materials be made available?
    3.3 Will community personnel be involved?
    3.4 Will I be required to cover certain topics?
    3.5 Will I be able to alter curriculum materials?

The process in which educators are involved during the inservice requires that adequate information about career education and ample opportunity be provided to clarify the information through discussion and questions. Educators must interpret the information as it relates to the realities of the school and place a value judgment if they are asked to make a commitment to the development, implementation, and evaluation of career education.

Suggested Justification for Career Education:

Growing up has not been an easy process at any time in history. Growing up in today's exceedingly complex society has become a very difficult process. Children and youth are bombarded with information because of sophisticated communications technology. As a result, children and youth are rich with information. Children and youth have an abundance of books, pamphlets, etc. at their disposal. Paradoxically, though, they are experience poor. Children and youth are often not involved in adult kinds of activities which help them understand themselves, education, or the world of work.

Because children and youth are educated within the confines of the four walls of the classroom in a traditional manner, many students do not know who they are, where they are going, or how to get there. Many students have not been provided with experiences which allow them to make and implement accurate choices about the present and future.

The public school plays a vital role in the development of the student. The student develops physically, mentally, and emotionally. These developments are related to the student's future role in society. If proper experience related to self-understanding, educational endeavors, and career potential is not provided to the student, career development does not keep pace with physical development. Students do develop attitudes toward self, education, and careers. Yet, many students are not provided with the experiences for proper development. As a result, few students understand themselves, or the relationship between education and work.

The costs to society of providing an education which is suited to neither the student needs nor societal needs are tremendously high. Society is drained of resources for every individual who cannot successfully cope with self, education, and/or employment. The unemployment lines, welfare roles, drug centers, and mental institutions are filled with individuals who have not been provided with the experiences which are necessary to successfully meet and overcome challenges and allow the individuals to become contributing members of society.

School systems utilize taxpayers money to educate children and youth. It is expected that youth leaving school will possess the necessary competencies (attitudes, skills, and knowledge) to effectively function in a work-oriented society. In the past, very few career or work oriented courses were offered--and then to only a small percentage. of the students.

The paradox exists. On the one hand, too few courses have been career-oriented--and then only at the upper high school levels. While on the other hand, all students eventually enter the career world through paid or unpaid work. For most students, the effort has been too little, too late.

An innovative educational approach which possess the potential to revitalize the formal educational system has developed recently. The high degree of receptivity by educators to the approach called career education is due to many forces in society. Parents, the business and industrial community, educators, and students are becoming increasingly concerned about the lack of relevance of education for children, and youth, and adults. These concerns stem from numerous experiences related to:

1. The absence of relevant experiences which provide for self-understanding and self-acceptance. Many children, youth, and adults in today's society lack a clear identity of themselves and fail to understand how or where they fit into the social, career, and educational structure.
2. The increased mobility of youth and adults has enhanced employability but has resulted in cultural and career shock for many. Students are not aware of the expectations of various social settings and of various careers. Through mobility, youth and adults are hurled into a society which contains many unknowns for them.
3. The increase in technology has affected the employability of youth and adults. On the one hand, a large number of youth are available for work, yet they do not possess the competencies to qualify for the technical occupations which often go unfilled.
4. The educational system has been oriented toward college entrance requirements. The system may meet the needs of the students who will enroll in college but, for the majority of students, the present system does not provide the competencies needed.
5. Dissatisfaction with work roles is prevalent. This has often resulted from a lack of experiences related to abilities, aptitudes, needs, likes, etc. and a lack of knowledge about the options available in the labor market. In some cases, the dissatisfaction by workers has resulted in sabotage.
6. A large number of youth who drop out of school lack entry level employment skills. Many of these students indicate that they will under no circumstances, reenter the educational system. Unemployment rates for those who leave the educational system early are usually quite high.
7. Dissatisfaction with the career opportunities available to women exists. Schools have systematically encouraged female students to enroll in certain courses only. This process has tended to channel female students into a limited number of careers.
8. Information and experience which provides a broad understanding

of the range of career options available to the students is not available to many students. The result, in many cases, has been that youth has had to explore careers through numerous jobs following high school graduation. For many this exploration comes at a time when the young adult is taking on new responsibilities. The end result, for many, is underemployment.

9. A reduction in family size and place of residence has resulted in fewer significant relationships for children, youth, and adults. In the past, awareness of self, education, and careers was a by-product of interaction among members of the family. Presently, teachers are becoming more significant to students.
10. Many children, youth, and adults lack an understanding of the relationship between education and work. Educators often assume that children and youth inherently understand the value of school subjects and their relationship to the world outside the classroom. The result has often been a lack of interest in school and a failure to recognize the value of education.

Due in large part to the above concerns, legislation was passed in the 1960's which provided legitimacy to a process of education which addresses itself to these concerns. Research and development is being encouraged so that more relevant methods can be found to educate the children, youth and adults.

The group suggests the following chronological outline of steps for developing a comprehensive inservice program on career education for local teachers. The faculty in preparing for the inservice program shall:

1. Develop a descriptive inventory of the school, its students, and its faculty. This would include such factors as the ethnic character of students, faculty, and community and the extent to which they are compatible. It would include a determination of their knowledge level of career education. Information relative to the urban or rural nature of the community as well as other such information would be necessary for planning the program.
2. Recognize the needs and wants of the people in the particular environment, then analyze and organize them (needs and wants will vary as to the social-economic status, the dogmas, the traditions, etc.).
3. Prepare treatments to meet the existing situation (environment). Think in "soft-sell" terms! Always be aware of the human relations aspect.

   a. Be sincere and recognize the knowledge and competencies of the teachers.
   b. Use indirect approach (interest civic groups, parents, school boards, power people).
   c. Involve one or a few teachers before presentations to total group.
   d. Use media of interest, which is appropriate to situation.

4. Introduce career education (establish time and place conducive to teacher alertness and desire).

   a. Keep "low key" and a positive attitude and a positive approach (show how they have been practicing career education already).
   b. Use the knowledge and abilities of the inservice personnel to present the program.
   c. Present a system which will help to ensure vertical and horizontal communications between the project administration and all faculty members. (It will also serve as a method for dissemination of career education inservice without turning out en masse.) The idea is to seek their involvement.

5. Integrate career education into courses.

   a. Illustrate (demonstrate, instruct) how to integrate career education into a few courses by the use of a curriculum matrix system. For example, a series of nine main goals could be used: self-awareness, career awareness, life style awareness, work values and habits, decisionmaking, academic/vocational skill competency, work seeking and getting skills, placement, continuing education. Each would be stated as an objective. Also on each matrix would be the student's unit objective, treatments, available resources, and evaluation procedures.
   b. Teachers would build a series of student units for each main objective for the subject or grade taught, develop resources and treatment for each unit, and an evaluation procedure.
   c. Area groups would compare and improve.
   d. In the upper grades crossdiscipline grouping could be attempted to broaden exploration.
   e. If desired, developmental ladders could be built.

6. Interest faculty in finding and using resources.
   - a. Personnel from all occupations, both white and blue collar.
   - b. Audio-visual materials.
   - c. Printed materials.
   - d. Financial aid from all sources.

7. Present methodologies for the teacher to use which match student age and environment.
   - a. Simulation.
   - b. Infusion.
   - c. Role playing.
   - d. Work experience.
   - e. Field trips.
   - f. Interviewing.
   - g. Research.
   - h. Discussions.

NOTE: Ensure that all positive results, instruments, methods, etc. are submitted to a data gathering center for dissemination.

Strategies for Mutual Support Between Teacher Education and other Agencies

The following material obviously is incomplete but is intended to present some ideas for developing a cooperative effort among the various agencies:

1. Determine strengths and capabilities of the various agencies, identify activities appropriate to each, and establish procedures which enable each to complement the strengths and efforts of the others.
2. Review the organizational structures of the agencies to determine appropriate lines of communication.
3. Identify agency leadership personnel and decisionmakers in order to initiate planning for mutual support and to establish a commitment for such support.
4. Design and implement a plan to meet the need.

As indicated in the beginning of this report, the intent of the discussion group was to brainstorm and raise some issues and ideas rather than to solve all the problems and offer a concrete plan for career education in the teacher education program. We hope that some of these ideas will at least provide food for thought.

Questions and Answers

Q. By what process do career education concepts and objectives become a part of the teacher training programs? By what processes do institutions change and upgrade the content of their programs?

A. 1) By orientation and motivation of teacher educator faculty and by encouragement from SEA and LEA personnel.
2) By selling faculty on the new ideas.

Q. What is being done at the State and national levels to assure the articulation of the career education philosophy in teacher training programs?

A. Almost nothing.

Q. Can massive teacher education be accomplished without the involvement of higher education?

A. It can be but would not be wise. Higher education has to be involved so it can move career education into preservice programs.

Q. Would an emphasis on career development for students in higher education have an influence on the need for career development in the public schools?

A. Probably, but because of the value for higher education, students would be recognized and this would be moved down into public schools.

Q. Would the involvement of higher education reduce the concept of "education for education's sake?"

A. Perhaps.

Q. Can career education realistically gain very much success before all educators are well informed?

A. Probably so, but the ultimate would be for all educators to be informed and involved.

Q. What can teacher education be expected to do in preparing teachers and counselors for career education?

A. Develop an understanding of the concept and include career education in professional education courses so that teacher education majors internalize it and develop teacher competency in all segments of education.

Q. Can we realistically expect practical experience to count for certification purposes?

A. If it is organized experiences directed toward planned objectives of the teacher preparation program.

Q. How can better public relations be established between higher education institutions and the career education projects? 1) How do you get them into the field to see what career education is? 2) How do you get the staff together, with time for planning?

A. By bringing teacher educators into the projects and making teacher educators a part of them. This is a perfect way to sell teacher educators on the concept. 1) Invite them--give them a reason. 2) Sell deans and department heads, so they will provide time.

Q. Do teacher educators, in general, endorse the career education concept? What steps are recommended in this regard? By whom?

A. No--see response to question "A". Probably should be instigated or opportunities made possible by State departments.

Q. Would a strategy of moving on college faculties and local schools who have already established a history of working together be a more viable approach?

A. Obviously.

Q. How can trainers of teachers/counselors who, themselves, have traditionally been required to develop expertise in narrowly defined disciplines, be convinced and trained to use the career education model as the vehicle to apply and pass along their expertise? How will they best grasp the potential benefits of a K-Adult career education approach for instruction and guidance?

A. 1) We need massive inservice training for teacher educators.
2) Through continued inservice education.

Q. What are the legal implications of career education; e.g., Carnegie Units (New York State), teacher certification, etc.?

A. Most institutions can accommodate the concept through various procedures; i.e. competency exams, etc.

Q. Are there implications for physical-structural changes related to educational facilities and organizational structure that should be fed into teacher preparation programs?

A. Few if any.

Q. How can we insure that teachers/counselors are ultimately trained to use a career education approach to instruction and guidance, including the use of available career education resources and materials? (Address at all levels--post-secondary, adult, vocational/technical, as well as elementary and secondary.)

A. By the consumers of the teacher education product requiring specific types of competencies. This applies to all levels.

APPENDIX A

CONFERENCE AGENDA

National Coordinating Conference for Administrators of Part D and FY 1973 Part C Programs and Projects, Funded under P.L. 90-576

January 27-30, 1975

Dunfey's Royal Coach Motor Inn

Dallas, Texas

Conference Steering Committee

- Bill Cummens, Dallas, Texas
- Clarence A. Dittenhafer, Harrisburg, Pennsylvania
- Judith Harlan, Columbia, South Carolina
- Sidney C. High, Jr., Washington, D.C.
- Robert Jervis, Anne Arundel County, Maryland
- Ellen Lyles, Atlanta, Georgia
- Ellen S. Poole, Petersburg, Virginia
- Nancy Rhett, Washington, D.C.
- Elmer Schick, Chicago, Illinois

National Coordinating Conference for Administrators of Part D and FY 1973 Part C Programs and Projects, Funded under P.L. 90-576

January 27-30, 1975

Dunfey's Royal Coach Motor Inn
Dallas, Texas

Monday, January 27, 1975

2:00 - 5:00 p.m.	Conference Steering Committee Group Chairpersons Group Facilitators U.S.O.E. Regional Officers Joyce Cook Part D Program Coordinator
5:00 - 8:00 p.m. Lower Lobby	Registration Dr. Billy Pope EPD Consortium D
	and
Ballroom Foyer	Get Acquainted Session

Tuesday, January 28, 1975

8:30 - 10:15 a.m. Ballroom I	Presiding Bill Cummens Senior Program Officer U.S. Office of Education Region VI
	"Welcome" Edward J. Baca Regional Commissioner U.S. Office of Education Region VI
	Conference Overview Joyce Cook Part D Program Coordinator Demonstration Branch U.S. Office of Education
	Keynote Address "Career Education -- Project to Program" William F. Pierce Deputy Commissioner of Occupational and Adult Education U.S. Office of Education

Tuesday, January 28, 1975

10:15 - 10:30 a.m.
Ballroom Foyer

Coffee Break
(Take coffee to meeting of work group to which assigned.)

10:30 - 11:30 a.m.

Work Group Meetings

Room 853/55

Group A

"Defining Career Education"

Chairperson: Kenneth Hoyt, Director
Office of Career Education
U.S. Office of Education

Group Facilitator: Byron E. McKinnon
Coordinator of Guidance Services
Mesa, Arizona

Room 804/06

Group B

"Strategies for Moving Career Education from a Project Status to an Educational Program Status"

Chairperson: William F. Pierce
Deputy Commissioner of Occupational and Adult Education
U.S. Office of Education

Group Facilitator: Robert Rochow
Pontiac Public Schools
Pontiac, Michigan

Resource Person: Harvey Thiel
Senior Program Officer
U.S. Office of Education
Region X

Tuesday, January 28, 1975

10:30 - 11:30 a.m.

Room 801

Group C

"Planning, Coordinating and Disseminating Career Education Programs and Practices"

Chairperson: Kenneth Densley
Member, California Career Education Task Force
Sacramento, California

Group Facilitator: Wilbur Rawson
State Director of Exemplary and Special Needs Programs
Topeka, Kansas

Resource Person: G. M. Stevens
Senior Program Officer
U.S. Office of Education
Region IX

Room 802

Group D

"Evaluating Career Education Programs"

Chairperson: Alice Scates
Senior Program Officer and Evaluation Specialist
U.S. Office of Education

Group Facilitator: Elvis Arterbury
Director, Partners in Career Education
Dallas, Texas

Resource Person: Ellen Lyles
Senior Program Officer
U.S. Office of Education
Region IV

Room 803

Group E

"Implementing Career Education at the Secondary Level"

Tuesday, January 28, 1975

10:30 - 11:30 a.m.

Room 803

Group E

Chairperson: Sidney C. High, Jr.
Director, Division of
Career Education Programs
U.S. Office of Education

Group Facilitator: R. Robert Adkison
Superintendent, Ceres Unified School District
Ceres, California

Resource Person: John Stahl
Senior Program Officer
U.S. Office of Education
Region I

Sir Gawaine Room

Group F

"Preparing Teachers for Career Education"

Chairperson: Lloyd Briggs
Oklahoma State University
Stillwater, Oklahoma

Resource Person: Earl Dodrill
Senior Program Officer
U.S. Office of Education
Region III

11:30 - 1:00 p.m.

Lunch
Individually arranged.

1:00 - 2:00 p.m.

Ballroom I

General Session

"Implications of Recent and Pending Legislation for Career Education"

Presiding: Ellen Lyles
U.S. Office of Education
Region IV

Panel: Joan Duval
Womens' Program Staff Director
U.S. Office of Education

Tuesday, January 28, 1975

1:00 - 2:00 p.m. — General Session

Panel:
Sidney C. High, Jr.
Director, Division of
Career Education Programs
U.S. Office of Education

William F. Pierce
Deputy Commissioner of
Occupational and Adult Education
U.S. Office of Education

Victor Van Hook
Oklahoma State Department
of Education
Representing the American
Vocational Association

2:00 - 3:00 p.m. — Special Interest Groups

Room 804/06 — Group I

"Pending Vocational Education Legislation"

William F. Pierce
Victor Van Hook

Room 853/55 — Group II

"Implementing the Recent Career Education Legislation"

Sidney C. High, Jr.

Ballroom I — Group III

"Implementing Title IX of the Civil Rights Act and the Women's Equity Act"

Joan Duval

3:00 - 3:15 p.m.
Ballroom Foyer — Coffee
(Take coffee to work group meeting to which assigned.)

3:15 - 5:00 p.m. — Work Groups

Room 853/55 — Group A

Room 804 — Group B

Tuesday, January 28, 1975

3:15 - 5:00 p.m.	Work Groups
Room 801	Group C
Room 802	Group D
Room 803	Group E
Sir Gawaine Room	Group F
7:00 - 9:00 p.m. Rooms 853/55, 804/06, and Sir Gawaine Room	"Career Education Film Festival and Materials Display" Dale Holden, Judith Harlan, and Staff Richland County School District #2 Columbia, South Carolina

Wednesday, January 29, 1975

8:30 - 9:30 a.m.	General Session
Ballroom I	Presiding: Elmer Schick Senior Program Officer U.S. Office of Education Region V Presentation: "The Evaluation of Career Education Programs" Peter Davis, President Development Associates, Inc. Washington, D.C.
9:30 - 9:45 Ballroom Foyer	Coffee
9:45 - 11:30	Special Interest Groups (Select from the following)
Ballroom I	Group I Local Project Personnel Chairperson: Jane Robertson Project Coordinator Pittsburgh, Pennsylvania Resource Person: Matthew Cardoza Senior Program Officer U.S. Office of Education Region II

Wednesday, January 29, 1975

9:45 - 11:30 a.m. Special Interest Groups

Galahad Room

Group II
Third-Party Evaluators

Chairperson: Orville Nelson
Co-Director, Center for
Vocational, Technical,
and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin

Resource Person: Elmer Schick
Senior Program Officer
U.S. Office of Education
Region V

Bedivere Room

Group III
State Administrators of Part D Programs

Chairperson: Ray Barber, Director, DORD
Texas Education Agency
Austin, Texas

Resource Person: Les Thompson
Senior Program Officer
U.S. Office of Education
Region VII

Pellinore Room

Group IV
Teacher Educators

Chairperson: William Weisgerber
Special Assistant to the
Superintendent for Career Education
Michigan State Department of Education

Resource Person: Lorella McKinney
Center for Vocational Education
Ohio State University

11:30 - 1:00 p.m. Lunch (Individually arranged)

1:00 - 5:00 p.m. Work Groups

Ballroom I Group A

Galahad Room Group B

Wednesday, January 29, 1975

1:00 - 5:00 p.m.	**Work Group**
Bedivere Room	Group C
Pellinore Room	Group D
Lancelot Room	Group E
Room 804/806	Group F
6:00 - 7:00 p.m. Ballroom Foyer	**Attitude Adjustment Hour**
7:00 - 9:00 p.m.	**Dinner Meeting**
Ballrooms III & IV	Presiding: Walter Rambo Career Education Coordinator Texas Education Agency Austin, Texas
	Presentation: "The Office of Career Education Plans and Prospects Kenneth Hoyt, Director Office of Career Education U.S. Office of Education

Thursday, Janaury 30, 1975

8:30 - 9:30 a.m.	**Work Groups**
Room 804/06	Group A
Room 803	Group B
Lancelot Room	Group C
King Arthur Room I	Group D
King Arthur Room II	Group E
Ballroom I	Group F
9:30 - 9:45 a.m. Ballroom Foyer	Coffee
9:45 - 11:30 a.m.	**General Session**
Ballroom I	Presiding: Harvey Thiel Senior Program Officer U.S. Office of Education Region X

Thursday, January 30, 1975

9:45 - 11:30 a.m.	Group Session
Ballroom I	Reports: Work Group Facilitators "Program Plans and Prospects for Fiscal Year 1975 and 1976" Joyce Cook Sidney C. High, Jr.
11:30 a.m.	Optional Trip to Skyline Career Development Center
11:30 a.m.	Meeting of Conference Steering Committee, Group Facilitators, U.S.O.E. Regional Officers

APPENDIX B

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